

**THE IMPLEMENTATION OF TEACHING READING COMPREHENSION  
THROUGH PREVIEW, QUESTION, READ, SUMMARY TEST (PQRST) STRATEGY  
AT THE SECOND GRADE OF MTS RAUDLATUL ULUM JEMBER  
2023/2024 ACADEMIC YEAR**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
To fulfill the requirements of Bachelor Degree (S.Pd)  
English Education Program  
Islamic Studies and Language Education Department  
Faculty of Education and Teacher Training



**By:**

**Alfadhia Naila Adiba**  
**NIM. T20186114**

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

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

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**Has been approved by the advisor**

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

**As'ari, M. Pd. I**

**NIP.19760915200501104**

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Day and Date: Thursday, 7<sup>th</sup> of December 2023

**Examiner Team**


**Chairman**

**Secretary**

  
**Dewi Nurul Qomariyah, S.S., M.Pd**  
NIP. 197901272007102003

  
**Moh. Rofid Fikroni, M.Pd**  
NIP. 199306032023211032

**Members:**

**1. H. Moch. Imam Machfudi, Ph.D** (  )

**2. As'ari, M.Pd.I** (  )

**Approved by**

**The Dean Faculty of Education and Teacher Training**

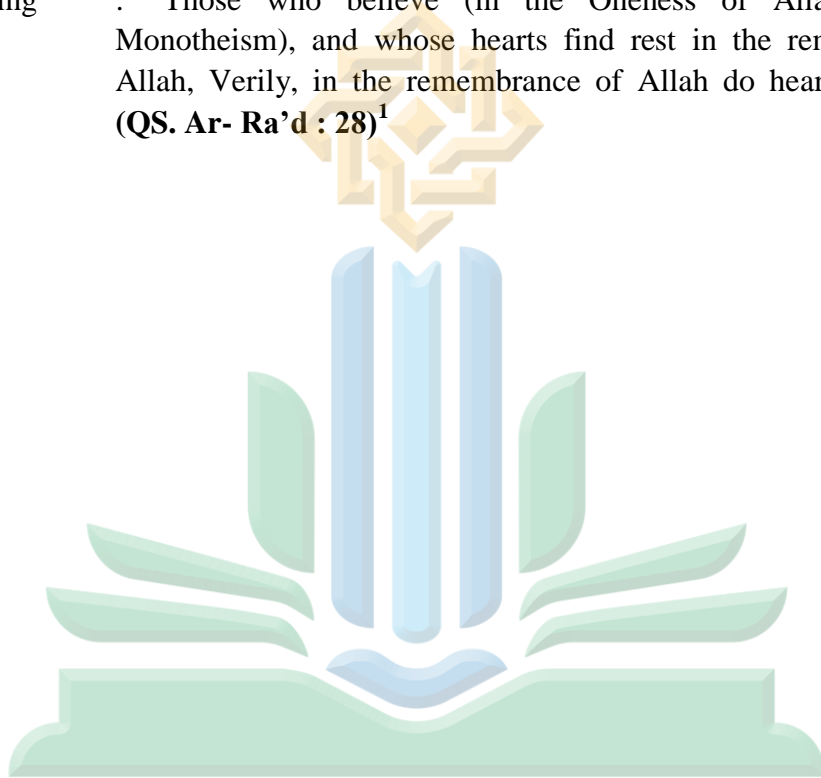


**H. Abdul Mu'is, S.Ag., M.Si.**  
NIP. 196304242000031005

## MOTTO

الَّذِينَ ءَامَنُوا وَتَطْمَئِنُّ قُلُوبُهُمْ بِذِكْرِ اللَّهِ ۗ أَلَا بِذِكْرِ اللَّهِ تَطْمَئِنُّ الْقُلُوبُ

Meaning : “Those who believe (in the Oneness of Allah – Islamic Monotheism), and whose hearts find rest in the remembrance of Allah, Verily, in the remembrance of Allah do hearts find rest .”  
(QS. Ar- Ra’d : 28)<sup>1</sup>



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<sup>1</sup> 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), 700.ahd Complex for the Printing of the Holy Qur’an, 1998), 200.

## DEDICATION

I dedicate this thesis to:

1. Allah SWT, the God and the Lord of the universe, who has granted me a lot of mercies and blessings. So that, I can complete this thesis as well as possible.
2. Myself, the one and only encourager and performer who spent the energy, thought, and persistent struggle to finish this thesis. I deserved to be proud of myself.
3. My dearest father, Moch. Soleh the strongest hero of my life. He greatly fights to raise me and my sibling, no matter how hard the storm hit and the harshness of life greeted. Thanks for the pray and love. He is truly a hero; he also deserves to savor my undergraduate tittle.
4. My precious mother, Almarhumah Dra. Siti Aisyah, S.Pd, an angel in my family, thanks for all the sacrifices and guidance. Hope, heaven is the last home and wishing you are here and proud of me. I dedicate my thesis and undergraduate tittle for you.
5. My family; my brothers, sister-in-law, and my nephew, niece. Thank you for becoming one of my reasons to always keep going on my life well and enthusiastically.
6. All kind people around me, those who cannot be mentioned individually including my inspiration family in Jember, and adorable girls who spreads positive circumstances, elaborates advice, idea, and, criticism. Thanks a lot.



## ACKNOWLEDGMENT



Praise and gratitude to the presence of Allah SWT, the most gracious and the most merciful, the lord of the world who has given abundant mercy, relief, and guidance so that the writer can complete this thesis well, entitled "*The Implementation Of Teaching Reading Comprehension Through Preview, Question, Read, Summary, Test (PQRST) Strategy At The Second Grade Of MTs Raudlatul Ulum Jember 2023/2024 Academic Year*" that becomes one of the requirements to fulfill the bachelor's degree. Sholawat and salam may praise our great prophet Muhammad SAW, peace be upon him, who has guided us from the darkness into the lightness, especially for the bright future and the world civilization.

The author aware that this thesis will never finish without any helps and supports from others during the process of writing. Therefore, in this occasion, the author would like to thankful to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as the Rector of UIN KHAS Jember.
2. Dr. Abdul Mu'is, as the Dean of Education and Teacher Training Faculty of UIN KHAS Jember who has given the permission to do this research.
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4. Dewi Nurul Qomariyah, S. S, M.Pd., as the Head of English education program who has given the permission to do this research.

5. As'ari, M.Pd.I., as my thesis advisor, who has given me the guidance, suggestions, and patience.
6. All lecturers in English Education Program who have given me precious knowledge and experience during the entire of the semester.
7. Ahmad Bashari, S.Pd as the head master of MTs Raudlatul Ulum, Jember who has given the permission to conduct this research.
8. Rian Ardiansyah, S.Pd as the English teacher of the second grade students of MTs Raudlatul Ulum who has assisted me to complete this research.
9. All the staff of main library of UIN KHAS, thank you for helping the writer in finding many references.

Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researchers and readers in the teaching-learning process, particularly in the reading skills.

Jember, 22<sup>nd</sup> November 2023

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Author

## ABSTRACT

**Alfadhia Naila Adiba, 2023:** *The Implementation of Teaching Reading Comprehension Through Preview, Question, Read, Summary, Test (PQRST) Strategy At The Second Grade of MTs Raudlatul Ulum Jember 2023/2024 Academic Year*

**Keyword:** Teaching Reading Comprehension, Preview, Question, Read, Summary and Test (PQRST) Strategy

Nowadays, students often find it difficult to read due to factors such as low vocabulary levels, lack of understanding of the structure of English, and they do not have the skills to understand text. Because of these problems, teacher must have innovations to teaching students' reading comprehension. As a result, the English teacher at the second grade of MTs Raudlatul Ulum, has implemented the PQRST strategy.

The focus of this research are as follows; 1) What is the purpose of teaching reading comprehension through PQRST strategy? 2) What is the material of teaching reading comprehension through PQRST strategy? 3) What are the steps of teaching reading comprehension through PQRST strategy? 4) What is the evaluation of teaching reading comprehension through PQRST strategy?

This research used qualitative research methods and case study as a research design. This research was conducted at MTs Raudlatul Ulum Jember. While, the researcher selected research subject were the English teacher and four students of the second grade purposively. As for data collection techniques, the researcher used observation, interview, and document review. To analyze the data, the researcher used Miles, Huberman and Saldana's theory, which consisted of four steps: data collection, data condensation, data display, and drawing conclusions. Last, the triangulation of sources and techniques were used in this research.

The research results are; 1) The purpose of teaching reading comprehension through PQRST strategy at the second grade students of MTs Raudlatul Ulum Jember includes: a). Improve students' understanding of texts, b) Improve students' ability to concentrate in a text, c). Encourage students to read and seek out the information they desire, d). Encourage students to participate actively in class and to plan their reading of texts; 2) The material of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember is about narrative text Malin Kundang and Cinderella including social functions, text structure, and linguistic elements. The source material used is narrative text obtained from the book: "Bright an English "Class VIII, relevant textbooks and the internet. 3) The steps of teaching reading comprehension through the PQRSTstrategy at the second grade of MTs Raudlatul Ulum Jember consist of lesson plan: a). The teacher introduced the PQRST strategy, b). The teacher gave students an English text entitled Malin Kundang, and they were required to predict the picture. c). The teacher asked students to ask specific questions using 5W+1H. d). The teacher instructed students to read the text, e). The teacher asked students to summarize, f). The teacher ask them to come to the front of the class and retell the English text without looking at it. 4) The evaluation of teaching reading comprehension through the PQRST strategy at the second grade of MTs Raudlatul Ulum Jember is using a formative assessment with multiple choice.



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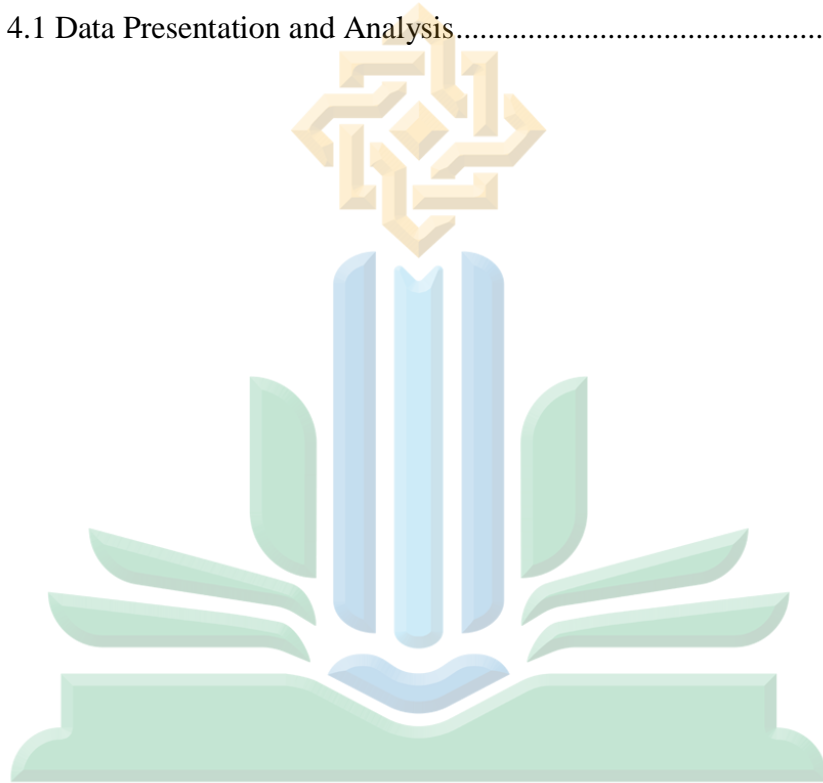
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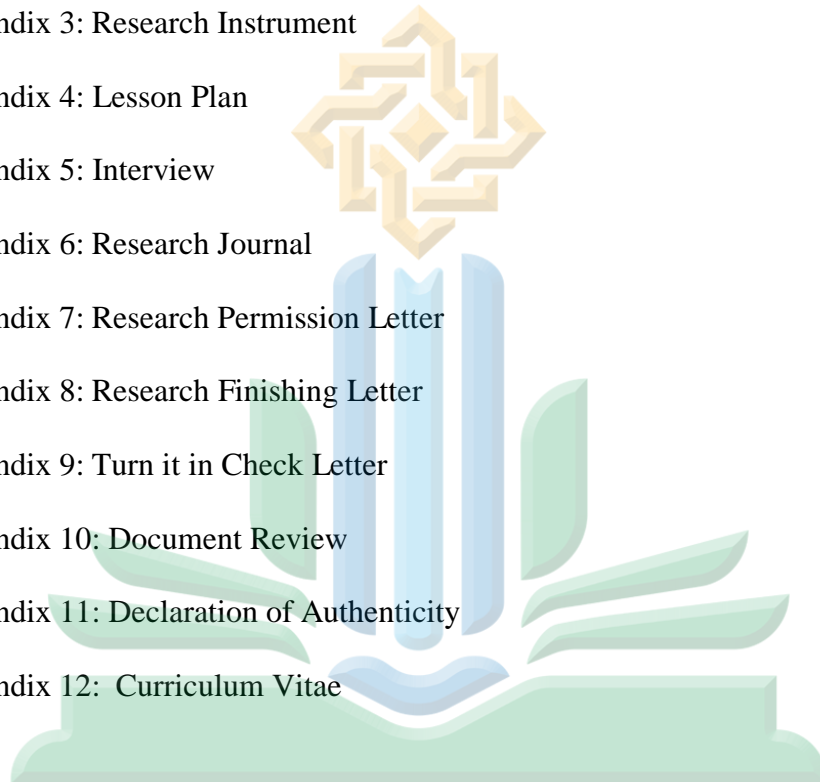
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# CHAPTER I

## INTRODUCTION

This chapter provides an overview of the research. This thesis contains the following sections: Research Context, Research Focus, research objectives, research significances, definition of key term, and systematic discussion.

### A. Research Context

Humans in optimal circumstances are those who have good reading skills. Reading skills are the main foundation for accessing and processing information from various sources. In the current information era, where technology continues to develop rapidly, reading ability is becoming increasingly important.

Reading ability is not only limited to the process of recognizing letters and words, but also involves a deep understanding of the content being read. Humans with good reading skills have the ability to filter information, analyze complex texts, and draw accurate conclusions. This helps them develop critical and analytical thinking.<sup>2</sup>

The ability to read, or reading skill, has a significant impact on the human condition because it is a basic and necessary intellectual ability for the growth of knowledge, comprehension, and communication. Humans who can read are able to access information, investigate novel concepts, and widen their perspectives on the world. In addition to being crucial for academic success, proficient

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<sup>2</sup> Willingham, D. T, "How knowledge helps: It speeds and strengthens reading comprehension, learning—and thinking." *American Educator*, (2006), 30(1), 30-37.

readers are also essential for daily living, particularly when it comes to career and personal growth.

Proficiency in reading is essential for both academic and professional success. A person can continue to advance their professional skills, learn new things, and stay current on advancements in their field by having good reading comprehension.

Reading is one of the skills on English that must be mastered in the process of learning English<sup>3</sup>. Reading skill is very important in education because it is the basis of learning. In the context of education, reading skills are not only needed in English subjects, but also in all subjects and aspects of daily life. Reading skill plays an important role in students' cognitive development and understanding of the world<sup>4</sup>. Reading can increase knowledge of various topics and improve oral and written communication skills. In addition, learning how to read well can also hone students' critical thinking skills. According to Hiebert, reading skills are very important for increasing academic literacy in schools. This ability will become more complex when students start learning scientific materials such as mathematics and science at the junior high/high school level<sup>5</sup>.

Although reading is considered as an important skill. Reading seems difficult and challenging for students among four skills in English. Based on research conducted by Greaney, students often experience difficulties in reading

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<sup>3</sup> William Grabe, "Reading in a Second Language: Moving from Theory to Practice" (New York: Cambridge University Press, 2009), 15.

<sup>4</sup> B Honig, Diamond, L., & Gutlohn, L., *Teaching Reading: Sourcebook for Kindergarten through Eighth Grade*. (Commercial Boulevard: Arena Press, 2000), 20.

<sup>5</sup> Hiebert, E. H., & Mesmer, H. A. E., Upping the ante of text complexity in the Common Core State Standards: Examining its potential impact on young readers. (*Educational Researcher*: 42.1), 44-51.

because they do not have the strategies and skills needed to understand texts. Students also tend to feel bored or run out of time when reading, so they don't focus on the material<sup>6</sup>. Other research shows that students often find it difficult to read due to factors such as low vocabulary levels, lack of understanding of the structure of English, and the inability to think abstractly<sup>7</sup>. It is supported by the result of preliminary study in a junior high school conducted by the researcher. The result shows that most of students get low score compared with other skills. Hence, it is necessary to teach reading skill effectively.

In this sophisticated era, English is designated as an international language so that information from abroad uses English. Mastery of English is a consequence of rapid globalization. Therefore, the Ministry of Education and Culture (KEMENDIKBUD) continues to prioritize English as the main foreign language that students must master in order to be able to compete at the world level<sup>8</sup>. Because of these demands, teachers must have innovations in order to improve students' reading skills.

Researchers conducted research at one of the Islamic boarding schools in Jember, namely Raudhatul Ulum Junior High School. Raudhatul Ulum Junior High School follows the K-13 curriculum, with an Islamic school background so students put aside general learning such as English lessons because students are not interested in learning English. Based on the results of a temporary study

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<sup>6</sup> Chapman, J. W., Greaney, K. T., Arrow, A. W., & Tunmer, W. E., "Teachers' use of phonics, knowledge of language constructs, and preferred word identification prompts in relation to beginning readers", (*Australian Journal of Learning Difficulties*:2018) 23(1), 87-104.

<sup>7</sup> Pardo, L.S., & Jayanthi M., Assessing reading difficulties and disabilities in English language learners . In R.K Wagner et al.(Eds.), Handbook of reading disability research, (Roulettdge, 2019), 343

<sup>8</sup> <https://www.kemdikbud.go.id/main/blog/2020/12/penguasaan-bahasa-asing-kunci-unggulan-asean-dalam-kompetisi-global> accessed on 30 December 2022 at 17:05

conducted by researchers by conducting a mini interview with an English teacher at Raudhatul Ulum Junior High School. The researcher asked how the condition of learning English in class VIII and how reading activities were carried out. Based on the English teacher's answers, the researcher can conclude that the problem of students' lack of interest in reading is a lack of mastery of vocabulary, students only know how to read without understanding the content of the text. From the results of the interview, an interesting statement from the English teacher was that the atmosphere in the class was unpleasant and boring. The class atmosphere is boring because the teacher controls the class and lectures when explaining the material so that students are passive and learning in class becomes uninteresting.

In this case an innovation or strategy is needed in learning, especially in improving reading skills. In teacher teaching techniques there are many learning strategies that can be carried out, such as Directed Reading Activity is a strategy that involves the role of the teacher as a facilitator during student reading activities so that the teacher guides before reading until after reading. One of the strategy which fulfill the aforementioned criteria of good instruction is PQRST strategy. The PQRST strategy in reading skills was discovered by Thomas and Robinson (1982). This strategy is an effective reading technique designed to help students understand and remember information from the text they read.

The PQRST strategy is an effective reading technique designed to help a person understand and remember information from the text they read. The strategy consists of four stages, namely: (P) Preview: Read the title, subtitle, key words, overview and table of contents to get an initial understanding of the topic.

(Q) Question: Ask questions related to the topic to be discussed so that it helps focus and motivate learning. (R) Read: Read actively by marking or noting important things and answering questions that have been asked before. (S) Summary: Summarizes the main information from the reading material as a way to review what has been learned. (T) Test: Test how far students understand the text<sup>9</sup>. This strategy is very useful for students and anyone who wants to improve their reading skills to make them more understand the text and easy to remember.

According to Dengerink and Janssen, this strategy is designed to help students gain a deeper understanding of reading material through preliminary previews and strategic questions before carrying out careful reading<sup>10</sup>. Moreover, according to Wormeli, PQRSST strategy has shown the provement of the readers understanding and their ability to recall information. PQRSST is expected to be effective because it can avoid the weakness of common strategy that be used in teaching<sup>11</sup>. Therefore, the researcher used this technique in reading comprehension because this technique solve the students' difficulties in comprehend the text and also it could help the student to deepen their understanding of the text through each step of PQRSST technique.

From the explanation of the PQRSST strategy in reading skills put forward by experts, the researchers concluded that there were many positive impacts that

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<sup>9</sup> RJ Marzano, Pickering D.J., & Pollock J.E., Classroom Instruction that Works. Research-Based Strategies for Increasing Student Achievement. Alexandria VA : Association for Supervision and Curriculum Development, (2001), 12

<sup>10</sup> J Dengerink, Teacher educators competencies: What is needed in a multi-faceted and contested profession. New Aspects in European Teacher Education, (2016), 45-67.

<sup>11</sup> R Wormeli, "Summarization in Any Subject: 50 Techniques to Improve Student Learning", (New York: Association for Supervision and Curriculum Development: 2015), 15.



were obtained by students, one of which was to facilitate the learning process. The PQIRST strategy also provides guidance for students and anyone who wants to improve their reading skills to make them more effective and easy to remember. In addition, this strategy can also reduce boredom when reading, because in this strategy there is a Preview technique that can make students not get bored while reading because they already know in general what the contents of the text are. However, the use of this technique also needs to be adjusted to the individual characteristics of students and the type of text read so that it is truly effective and in accordance with their respective learning goals<sup>12</sup>.

Above all, reading is a fundamental skill and an interaction between the reader and the text that provides the information. Moreover, reading has long been taught in Islam, even during the time of Prophet Muhammad SAW. Prophet Muhammad SAW will be the greatest miracle in the world. Therefore, Allah has commanded us to read for the purpose of enlarging our knowledge, and the Holy Quran (Al-'Alaq 1-5):

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أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ لَهُ الْكُفُّ أَنْ يَقْرَأَ ۝ رَبُّكَ الْأَكْرَمُ ۝  
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Clearly explains its meaning: 1) "Recite in the name of your God who created?, 2) He has created man from a clot of blood, 3) Read! And your God is most gracious, 4) Who teaches human by means of kalam, 5) He taught man what he did not know". (Q.S al-Alaq verses 1-5).

<sup>12</sup> Ertmer, D.J., Stephens, L.J. & Koehler M., Examining the Impact of Cognitive Tools on Student Reading Comprehension: An Experimental Study. Educational Technology Research and Development 58(2) (2016), 16.

Surah Al-Alaq contains basic skills of education that can be developed in further education based on the soul development and receptivity of the student. The first and third verses are about reading, the fourth verse is about writing and the second is about understanding oneself through biological creation<sup>13</sup>. According to this verse, Allah commands us to understand and read knowledge, textbooks and social activities. So the more you read, the more insight and skill you gain.

Even this strategy is applied to specific skills such as research conducted by Suryadi and Mulyani on English students showing that the use of the PQRST strategy has a significant effect on improving the ability to read and understand texts, especially for those who have a higher level of understanding low start. Which highlights that PQRST strategy can be implemented in English skills<sup>14</sup>. Although the PQRST strategy is considered as an important strategy related to teaching reading skills it is still limited. Thus, this study tries to fill in the gaps in explaining how PQRST strategy can help students develop their reading skills.

Based on the curriculum, Narrative text is one of type of text that is taught to eight grade student in junior high school. Narrative itself always appears in national examination. Therefore, it is important for students to read and comprehend narrative text. According to Susilawati, comprehending narrative text is a term used to identify those skills needed to understand and

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<sup>13</sup> Ahmad Islahud Daroini, "Tafsir Ayat Pendidikan dalam Q.S. Al- „Alaq Ayat 1-5 Menurut Quraish Shihab" (A Thesis, UIN Raden Intan Lampung, 2018), 38-39.

<sup>14</sup> Suryadi & Mulyani, "The Effectiveness of Using the PQRST Strategy to Improve Students' Reading Skill in English", *Journal of Language Teaching and Research*, 11(5), (2020), 583.

apply information contained in narrative text<sup>15</sup>. However, in comprehending and reading narrative text student have difficulty understanding the contents of the story in the text. Leinhardt, Beck and Stainton in Nofitarina stated that student faced difficulty in identifying the main story of the text and are limited in their ability to connect events into casual chain. Reading narrative text are seemed to be difficult dealing with some aspect such as word, structure, setting, moral value, and use of simple past tense. It is related to Widodo stated that students got difficulties in reading narrative text because the had lack of vocabulary, the use of simple past tense, and instruction to make sense of the moral values in narrative text. Therefore, to overcome these difficulties, students must read a lot of printed and online text.

Alia Moser, in her book " Written Corrective Feedback: The Role of Learner Engagement " states that narrative text is the most complex form of writing and requires higher cognitive abilities to understand it<sup>16</sup>. Meanwhile, according to McKeown et al. in his journal "Comprehension of a Complex Story: Factors Influencing Children's Learning", narrative text contains a lot of important information as well as small details that can make it difficult for students to fully understand<sup>17</sup>. Also, in the book "Reading Comprehension Strategies: Theories, Interventions and Technologies" by Danielle S McNamara et al., it is explained that narrative text is more complicated than other types of textual because it has its own story structure and many variables such as

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<sup>15</sup> Susilawati, E., & Riyanti, D. *Analysis on the Students Problems in Comprehending Narrative Texts* (Doctoral dissertation, Tanjungpura University), (2021), 23.

<sup>16</sup> Alia Moser, "Written Corrective Feedback: The Role of Learner Engagement: A Practical Approach" (Jerman: Springer International Publishing, 2020), 121.

<sup>17</sup> McKeown M.G., Becker L. & Kucan L., "Comprehension of a Complex Story: Factors Influencing Children's Learning", *Journal of Educational Psychology*, 75(2), (1983), 248.

characters, motives and conflicts<sup>18</sup>. From the three reference sources above, it can be concluded that the authors agree that narrative text is a type of writing that is complex and challenging for the reader to fully understand.

Some of the obstacles experienced by some people are different. However, here the researcher focuses on the difficulty of reading comprehension in narrative text according to the junior high school curriculum taught at the school and how the teacher applies the PQRST strategy in narrative text material. Besides that, narrative text is very complex, there are several aspects that need to be understood, such as the intrinsic elements of the text, general structure, and grammar namely the past tense in in reading narrative text itself. The researcher tries to explain descriptively about the students' difficulties in reading comprehension, then how the teacher applies the PQRST strategy in narrative text material. Because, in narrative text there are a lot of words and sentences, so researcher wants to know students' difficulties when reading narrative text through. Therefore, researcher conduct a research **“The Implementation of Teaching Reading Comprehension Through Preview, Question, Read, Summary, Test (PQRST) Strategy at The Second Grade of MTs Raudlatul Ulum Jember 2023/2024 Academic Year”**.

## **B. Research Focus**

Based on the background above, the researcher formulated the following Research Focus that will answer in the result of this research;

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<sup>18</sup> McNamara D.S., Graesser A.C. & Louwrese M.M., “Reading Comprehension Strategies :Theories, Interventions and Technologies”, (New York: Psychology Press, 2010), 23.

1. What is the purpose of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember?
2. What is the material of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember?
3. What are the steps of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember?
4. What is the evaluation of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember?

### **C. Research Objectives**

Based on the statement of Research Focus above, the objectives of this research were;

1. To describe the purpose of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember.
2. To describe the material of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember.
3. To describe the steps of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember.
4. To describe the evaluation of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember.

### **D. Research Significance**

The results of this research are expected to provide theoretical and practical knowledge, which are explained as follows:



## 1. Theoretically

The significance of this study lies in its contribution to the field of English language learning and reading comprehension. The results of this study can provide valuable insights for teachers, researchers, and policymakers in developing effective reading comprehension strategies for English language learners.

## 2. Practically

### a. For researcher

For researchers, the study can contribute to the existing body of knowledge on reading comprehension strategies in English language learning. It can also provide a foundation for future research in this area, such as investigating the effectiveness of these strategies in different learning contexts or with different age groups.

### b. For teachers on MTs Raudlatul Ulum

For teachers, the study can provide practical suggestions on how to help English language learners improve their reading skills through narrative text reading material. For example, if the study finds that certain strategies are effective in enhancing reading comprehension abilities, teachers can incorporate these strategies into their teaching practices.

### c. For policymakers

For policymakers, the study can inform policy decisions related to English language education, such as allocating resources for teacher training or curriculum development. By understanding the

strategies that are effective in improving reading comprehension abilities, policymakers can better support English language learners in achieving their academic goals. Overall, this study has the potential to improve the reading comprehension abilities of English language learners, leading to better academic performance and increased opportunities for success in the future.

## **E. Definition of Key Term**

### **1. Teaching Reading Comprehension**

Teaching reading comprehension in this research refers to a student's capacity to identify letters and words, analyze the text to grasp its meaning, and integrate it with prior knowledge. A number of factors, including a student's aptitude and capacity for processing information, might affect their capacity to comprehend a text.

One of the most important abilities one should possess is reading comprehension. Because they were very much in need of reading comprehension for educational and environmental purposes by students who were learning languages, especially English. Because the majority of the learning resources are written, students often have a thorough understanding of each text they encounter.

### **2. Preview, Question, Read, Summary and Test (PQRST) Strategy**

PQRST strategy is a reading strategy that helps readers to engage with written texts in a more effective and efficient manner. It consists of five steps, (P) Preview - the reader gets an overview of the text before reading it, looking at headings, subheadings, and any visual aids.(Q) Question - the

reader generates questions based on what they have previewed in order to focus their attention while reading. (R) Read - actively read the text while taking notes or highlighting important information as you go along. (S) Summary - once finished with reading, summarize what was learned by going back over notes taken during the Read step. (T) Test– assess how well you understood the material by testing oneself through self-quizzing or summarizing key points for someone else's understanding<sup>19</sup>.

## F. Systematic Discussion

The systematic discussion contains a description of the flow of the thesis discussion, from the introductory chapter to the closing chapter. The format of systematic writing was a descriptive narrative, not a table of contents. The initial part, core part, and final part will be explained as follows:

**Chapter I** discussed about introduction of the thesis, such as research context, research focus, research objectives, research significances, definitions of key term, and systematic discussion.

**Chapter II** discussed about review of related literature which consists of previous research of this research and theoretical framework.

**Chapter III** discussed about research methodology of this research which consists of research design, research subject, source of data, data collection and analysis, and validity of data.

**Chapter IV** discussed about research object description, research finding and discussion.

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<sup>19</sup> RJ Marzano, Pickering D.J., & Pollock J.E., Classroom Instruction that Works. Research-Based Strategies for Increasing Student Achievement. Alexandria VA : Association for Supervision and Curriculum Development, (2001), 12

**Chapter V** discussed about the conclusions and suggestions of this research.



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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It consists of previous research and theoretical framework.

#### A. Previous Research

To make sure the originality of the idea in this research, the researcher presented several previous studies that have relevance with this kind of research the researcher will conduct.

1. First, the thesis written by Tri Apriliani Saputri entitled “Improving Student’s Reading Comprehension Through PQRST Strategy” in academic year of 2019/2020<sup>20</sup>. The researcher mentioned three research objectives, they were to find out the implementation of PQRST strategy improves students’ reading comprehension for the second grade students of SMA Muhammadiyah (Plus) Salatiga, to find out whether the use of PQRST strategy improves students’ reading comprehension for the second grade students of SMA Muhammadiyah (Plus) Salatiga or not, and to know the extent of the students’ reading comprehension after the use of PQRST strategy for the second grade students of SMA Muhammadiyah (Plus) Salatiga. Class Action Research method was applied in this research with two cycles each cycle contains four steps. They were planning, action, observing, and reflecting. The researcher found that there were some problems after the researcher observation and interview there were

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<sup>20</sup> Tri Apriliani Saputri “*Improving Students’ Reading Comprehension through Preview, Question, Read, State and Test (PQRST) Strategy (A Classroom Action Research for the Second Grade Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year 2019/2020)*” (Salatiga, 2019)



the students cannot restate an understanding of theme or message and identify supporting details on the different text given by the teacher, when the students are asked by the teacher to retell about what they read, they cannot summarize in own words, by identifying three or more main points from the text, and the students cannot make independent inferences based on numerous ideas in the selection. Then, the students cannot interpret the meaning of unfamiliar words but are not always able to interpret meaning from context. PQRST is one of the strategies that can guide the students reading comprehension. It offers a step by step guide for students before, during, and after their reading process which is useful for their comprehension. As an instructional strategy, PQRST strategy helps the students to be active in the reading process, make them focus on the text, attract their motivation, have a long-term memory in comprehending the text and increase their score on the test. This research proved that the implementation of PQRST strategy to improve students' reading

comprehension was successful. It analyzed by using students' observation sheet and average score of students from each cycle. The result of the research shows that the mean pre-test cycle I was 66.15 and post-test cycle I was 71.73, Meanwhile, the mean of pre-test cycle II was 73.26 and post-test cycle II was 85.26. The percentage of minimum passing grade cycle I was 42.11% and 47.37%. In cycle II, the percentage of minimum passing grade was 68.42% and 94.73%. The improvement in cycle I was 5.26% and cycle II was 26.31%. The result of t-test in cycle I (2.70) and cycle II (6.61) were higher than table (2.101). It means that there was significant

improvement of students' reading comprehension after use PQRST strategy.

2. Second, the thesis written by Dewi Syafitri entitled "PQRST Technique Toward Reading Comprehension of The Second Grade Students At SMAN Kota 1 Jambi".<sup>21</sup> The aims of this research is to investigate whether or not there is any significant effect of PQRST technique toward reading comprehension of second graders at SMAN 1 Kota Jambi. Preview, question, read, summary and test labeled PQRST is one of language teaching technique in reading comprehension. This technique can be used to solve students' difficulties in comprehend the text and also can help the students to deepen their understanding of the text. The design of this research is an experimental research to find out the cause and effect relationship between two variables. There are two data used in this research. The first data is pre-test and the second is post-test. After the data were collected, the researcher used t-test analysis to see the significant difference between two variables. The result of this research showed that t-test value was 3.15, at the level of significance 0.05 with df 60, the value of t-table was 2.00. it is known that t-test value was bigger than t-table indicated the research hypothesis (H1) was accepted where there is significance difference in students, reading comprehension between those who were taught by using PQRST technique and those who

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<sup>21</sup> D Syafitri, "PQRST Technique toward reading comprehension of the second grade students at SMAN 1 Kota Jambi", *Linguistic, English Education and Art (LEEAA) Journal*, 1(1), (2017), 16-29.

were taught without using PQRST technique. In summary, PQRST technique can help the students to comprehend the reading text well.

3. Third, the thesis written by Nopri Malia entitle “Using PQRST Strategy to Improve Students’ Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of MA Diniyah Puteri, Pekanbaru”<sup>22</sup>. The aims of this study is to explain the extent to which Preview, Ask, Read, Summarize, and Test (PQRST strategy) enhance teaching and the learning process that can later increase understanding read their hortatory exposition text and also to explain what factors influence changes in their reading comprehension when using strategy. This research was conducted by design classroom action research whose cycle processes include planning, giving action, observation, and reflection for two cycles. The results of this study indicate that the application of the PQRST strategy can improve the teaching and learning process of students' reading comprehension of hortatory exposition texts.

4. Fourth, the thesis written by Lamhot Simatupang entitled “The Effect of PQRST Method On Students’ Reading Comprehension of Descriptive Text”<sup>23</sup>. This study was aimed to find out the effect of PQRST Method on students’ reading comprehension. There were sixty students, then they divided into two groups namely experimental and control group. The control was taught by conventional method while experimental group was

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<sup>22</sup> Nopri Malia, "Using PQRST strategy to improve students’ reading comprehension of hortatory exposition texts at grade XI IPS of MA Diniyah Puteri, Pekanbaru." *English Language Teaching (ELT)* 3.1 (2015).

<sup>23</sup> Lamhot Simathupang & Sihombing, L. Entitled “The Effect of PQRST Method on Students’ Reading Comprehension of Descriptive Text”, Unpublished Thesis. (Medan: UNIMED, 2012)

taught by PQRST Method. The result of this study is PQRST Method has significantly affects students' reading comprehension of descriptive text.

5. Fifth, the thesis written by Lidya Christina Manurung, Hilman Pardede, and David Togi Hutahaean entitled "The Effect of Preview, Question, Read, Summarize, Test (PQRST) Method on Student's Reading Comprehension in Narrative Text Grade Tenth of SMA Negeri 4 Pematangsiantar" in academic year of 2020<sup>24</sup>. This research aims to find out the effect of Preview, Question, Read, Summarize, Test, Method on the students' reading comprehending in Narrative Text at grade tenth of SMA Negeri 4 Pematangsiantar. This research was designed as a quantitative method research design. The data were obtained through pre-test, treatment and post test. Based on the researcher's observation in SMA Negeri 4 Pematangsiantar, especially in grade X PMIA 2, the researchers found the difficulties in comprehending reading texts written in English. The difficulties are they could not take the visual information in text like the element of text. From that reality during the researcher do observed in the class it take the impact that the students be fail to take the information with accurate, quick, and precise. Felt bored and they have a lack of vocabulary. PQRST method in this research is a method of reading the text that consists of five activities there are preview, question, read, summarize, and test and some additional activities consist of discussing the questions, discussing the answers, determining the main sentence,

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<sup>24</sup> Lidya Christina Manurung, Hilman Pardede, and David Togi Hutahaean entitled "The Effect of Preview, Question, Read, Summarize, Test (PQRST) Method on Student's Reading Comprehension in Narrative Text Grade Tenth of SMA Negeri 4 Pematangsiantar" (Medan: JETAFL, 2020)

descriptive sentences, main ideas or explanatory ideas. The strategy has proved as an effective method to improve student's ability in reading comprehension. The result of the research shows that the difference or the improvement as the whole students got in post test from control to experimental group is 345 or 10,14 point in average. The score of that t-test (3,90) is higher than t-table (1,99) at level of significance 5% for two tailed test. so Null Hypothesis is rejected and Alternative Hypothesis is accepted. It means that PQRST Method is appropriate to be applied in teaching and learning process of reading comprehension. It is effective to improve the students' reading comprehension ability because it helps students to construct and attain meaning and build comprehension on texts as well as its components.

**Table 2.1**  
**Similarities and Differences of Previous Research**

NO	RESEARCH TITLE	SIMILARITIES	DIFFERENCES
1	2	3	4
1.	Tri Apriliani Saputri "Improving Student's Reading Comprehension Through PQRST Strategy" in academic year of 2019/2020	a. Both researchers use PQRST strategy b. Both researchers focus on students' reading comprehension	This research uses qualitative approach, while the previous research used CAR (Class Action Research) as the research design
2.	Dewi Syafitri "PQRST Technique Toward Reading Comprehension of The Second Grade Students At SMAN Kota 1 Jambi" in academic year of	a. Both researchers use PQRST strategy b. Both researchers focus on students' reading comprehension	This research uses qualitative approach, while the previous research used quantitative approach with quasi experimental design
3.	Nopri Malia "Using PQRST Strategy to Improve	a. Both researchers use PQRST	This research uses

NO	RESEARCH TITTLE	SIMILARITIES	DIFFERENCES
1	2	3	4
	Students' Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of MA Diniyah Puteri, Pekanbaru” in academic year of	strategy  b. Both researchers focus on students' reading comprehension	qualitative approach, while the previous research used CAR (Class Action Research) The previous research use Hortatory Exposition Text for reading text, while this research uses Narrative Text
4.	Lamhot Simatupang “The Effect of PQRST Method On Students' Reading Comprehension of Descriptive Text” in academic year of	a. Both researchers use PQRST strategy  b. Both researchers focus on students' reading comprehension	This research uses qualitative approach, while the previous research used quantitative approach with quasi experimental design The previous research use Descriptive Text for reading text, while this research uses Narrative Text
5.	Lidya Christina Manurung, Hilman Pardede, and David Togi Hutahaean entitled “The Effect of Preview, Question, Read, Summarize, Test (PQRST) Method on Student's Reading Comprehension in Narrative Text Grade Tenth of SMA Negeri 4 Pematangsiantar” in academic year of 2020	a. Both researchers use PQRST strategy  b. Both researchers focus on students' reading comprehension  c. Both researchers use Narrative Text as student's reading text	This research uses qualitative approach, while the previous research used quantitative approach with quasi experimental design

The above table shows that there are similarities and differences between all of the studies and the research. The current research shares similarities with earlier studies in that it focuses on the same variable and

topic: reading comprehension using the preview, question, read, summary, and test (PQRST) strategy.

However, the present study differs from earlier research in that earlier studies concerning the preview, question, read, summary, and test (PQRST) strategy for teaching reading comprehension primarily employed different levels, types of research, and data collection instruments. In the meantime, the goal of this study is to provide a case study research design.

The uniqueness of this research is that from all previous research figured out; this research focuses on the purpose of teaching reading comprehension through Preview Question Read Summary Test (PQRST) strategy at the second grade of MTs Raudlatul Ulum Jember, the material for teaching reading comprehension through Preview Question Read Summary Test (PQRST) strategy at the second grade of MTs Raudlatul Ulum Jember, the steps of teaching reading comprehension through Preview Question Read Summary Test (PQRST) strategy at the second grade of MTs Raudlatul Ulum Jember, and the evaluation of teaching reading comprehension through Preview Question Read Summary Test (PQRST) strategy at the second grade of MTs Raudlatul Ulum Jember, where those focus research has not already been researched deeply by the previous researches.



## **B. Theoretical Framework**

This section contains a discussion of the theory that is used as a perspective in research. Discussion of theories related to research more broadly and in depth will add insight to researchers in studying the problems to be solved by the formulation of the problem and research objectives. However, it will be explained as follows:

### **1. Teaching Reading Comprehension**

#### **a. The Purpose of Teaching Reading Comprehension**

The purpose relates to various other benefits for young students involved in educational benefits. Thus, the Teaching purpose is an achievement of various other benefits to the student's activities in the classroom. Teaching purpose is commonly known as learning objectives. It is one of the significant parts of the teaching-learning process. As Malin presented, teaching purpose is the main driver for students' engagement with school.<sup>25</sup>

Meanwhile, the general purpose of reading is to relate the ideas in each line sentence to what the reader already knows. Readers play an essential role in determining the reading they will undertake.

There are many reasons why getting students to read English text are an important part of the teacher job according to Harmer:<sup>26</sup>

<sup>25</sup> Heather Malin, *Teaching for Purpose: Preparing Students for live in meaning*, Harvard Education Press, ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5.

<sup>26</sup> Harmer, Jeremy. 2001. *The Practice of English Language Teaching* (3rd edition), Edinburgh: Longman, 71.

- 1) Many of them want to be able to read the text in English either for their careers, for study purposes or simply for pleasure.
- 2) Reading is useful for other purposes too: any exposure to English (provided student understands it more or less) is a good thing for language students. At the very least, some of the languages stick their minds as part of the process of language acquisition and, if the reading text is especially interesting and engaging, the acquisition is likely to be even more successful.
- 3) Reading text also provides good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do.
- 4) Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentence, paragraphs, and texts.
- 5) Good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses, and be the springboard for the well-rounded, fascinating lesson.

Reading activity is something that has a purpose such as to obtain information or validate knowledge that is already known. Reading can also be a fun means of entertainment. Through reading activities can influence readers in terms of attitudes, beliefs, morals, and judgments so as to shape the thoughts and actions of readers. According to Grabe, the categories of reading purpose include: reading to search simple information, reading to skim quickly, reading to learn from text, reading

to integrate information, reading to write and reading to critique texts and reading for general comprehension<sup>27</sup>.

#### 1) Reading to search simple information

Reading for simple information is a common reading skill, although some researchers view it as a relatively independent cognitive process. It is often used in reading assignments which are perhaps best viewed as a type of reading ability.

#### 2) Reading to skim quickly

Skimming is a common part of many reading assignments and a useful skill in and of itself. This involves, in effect, a combination of strategies to guess where it might be important in the text, and then using basic reading comprehension skills on segments of the text until a general idea is formed.

#### 3) Reading to learn from the text

Reading for learning usually takes place in academic and professional contexts where one needs to learn a large amount of information from a text, it requires the ability to remember main ideas, recognize and build a theoretical framework and relate the text to the reader base.

#### 4) Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supportive,

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<sup>27</sup> William Grabe, "Reading in a Second Language: Moving from Theory to Practice" (New York: Cambridge University Press, 2009): 90

or contradictory information and the possible restructuring of the rhetorical framework to accommodate information from multiple sources.

5) Read to write and read to criticize the text

Reading to write and reading to critical texts may be variants of the task of reading to integrate information. Both require the ability to organize, select, and critique information from a text.

6) Reading for general comprehension

Reading for general understanding when carried out by a skilled and fluent reader, requires very fast and automatic word processing, strong skills in forming general meaning representations of main ideas, and efficient coordination of many processes under very limited time constraints.

In this research, as the researcher will use PQRST method as the concept in the teaching reading, the students and the teacher will find reading as an activity to learn from the text, reading to integrate information, and reading to write and reading to critique the text.

**b. Principle of Teaching Reading Comprehension**

There are several principles of teaching reading according to Harmer:<sup>28</sup>

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<sup>28</sup> Harmer, Jeremy. 2001. *The Practice of English Language Teaching* (3rd edition), Edinburgh: Longman, 70.

1) Reading is not a passive skill but reading is an active occupation. Reading is one of skill which must be applied, the practice continues to students.

2) Students need to be engaged with what they are reading. Students continue or practice their reading they must understand what the contents what they read. The teacher must be known of the manner or steps so, students understand what they read.

3) Students should be encouraged to respond to the content of a reading text, not just to the language. After the students know what they have read, encourage students to know the content of their reading.

4) Prediction is a major factor in reading. Teacher making prediction about the content of the material. Then the teacher makes the next steps.

5) Match the task to the topic. The teacher gives exercise to know the students' ability.

6) Good teachers exploit reading texts to the full. After the students doing practice and know the result from the students, the teacher must be given a full explanation about the text to the full with clearly.

There are of some principles of teaching reading that must be understood for the teacher to get successful when teaching reading in class. The teacher has to understand that reading is not only passive skill but also is an active occupation. In addition the last, how is teacher, explain reading texts to full.

### c. Material of Teaching Reading Comprehension

Materials are one of the crucial tools in the teaching-learning process. In the teaching-learning process, materials are given by the teacher to the students in order to increase their knowledge of students, train the students in communication, and also to control the learning process. Materials must be fun and exciting so the students do not quickly get bored and enjoy learning.

Materials are anything which is used by teachers and learners to facilitate the learning of a language, including coursebook, videos, graded readers, flash cards, games, websites and mobile phone interactions.<sup>29</sup> In addition, teaching material is anything related to the language to be learned.

The materials used in teaching reading comprehension intensely influence the success of the student's reading, and the readability level of the reading material will influence the student's reading comprehension.

For instance, the reading material which involves high-frequency words in almost all of the text causes difficulties in reading comprehension.

Therefore, suitable reading materials are required to use in teaching reading to cover the students' needs. According to Tomlinson, the materials for language learning can be chosen based on the students'

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<sup>29</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 384.

needs to facilitate them with the appropriate materials to learn since they have different ways of learning the language.<sup>30</sup>

In this context, choosing the suitable materials is based on the students' level of learning the language, whether they are beginning, intermediate, or advanced learners. For instance, the English Young Learners involve children in the age range of elementary or primary schools. They have different needs of learning than do adult learners, and they should also be given gracious material to cover their primary needs.

The high-quality materials (there are instructions on how to deal with the tasks) can be considered the best materials for the students since they still need clues in doing all of the tasks.

Furthermore, Brinton in Nunan proposes that the texts and tasks to teach should be authentic.<sup>31</sup> On the other hand, Harmer asserts that authentic materials are too difficult to read by young learners since there are many things that they cannot understand.<sup>32</sup> The students' motivation

to read will immensely decrease. For that reason, the teacher is supposed to give materials that are understandable to them. In addition, Harmer states that the primary point that will lead to the success of teaching reading as the receptive skill is the choice of comprehension task.

Based on the definition stated above, it can concluded that teaching materials are one of the most important tools in the teaching and

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<sup>30</sup> Tomlinson B., *Materials development for language learning and teaching*. (London: Continuum, 2012), 143

<sup>31</sup> Nunan, D., *Task-based language teaching*, (Cambridge: Cambridge University Press, 2004), 133

<sup>32</sup> Harmer, *The Practice of English Language Teaching*, 135



learning process by teachers to students in order to increase students' knowledge, train students in communicating, and also to control the learning process. The material used can be in the form of coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions, then the material used is also adjusted according to the level of learning the language, whether they are beginning, intermediate, or advanced learners.

#### **d. Steps of Teaching Reading Comprehension**

In the education system, the structured arrangement of each item for teaching is commonly known as a lesson plan. A Lesson plan is familiar with a unified set of activities that cover the classroom period with a range between forty to ninety minutes. Then, the unit can carry the steps along a curriculum before and after to evaluate and prepare for the next lesson.<sup>33</sup> Thus, formatting the lesson plan has main elements that it must include. Brown presented the elements of the lesson plan as

follows:<sup>34</sup>

##### 1) Goals

Goals are generalized but deal with unifying themes that identify the lesson topic. For example, the lesson plan —understanding “narrative text” means it identified with the lesson topic is about a narrative text.

<sup>33</sup> H.Douglas Brown, *Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy*. New York:Pearson ESL. 2000, 149.

<sup>34</sup> H.Douglas Brown, *Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy*. New York:Pearson ESL. 2000, 149-151

## 2) Objectives

In creating the learning objective, the teacher must be concerned with the explicit statement to gain from the lesson. The explicit statements ensure the accomplishment that must be achieved, preserve the unity of the lesson, predetermine the accomplishment, and evaluate the students' success at the end of or after. The learning objective is familiar with the term of state what the students will do. In stating the objective, teachers must know that terminal lessons and enabling differ. The terminal lesson objective is the final result that needs to measure; meanwhile, the enabling objective is interned steps that create each other and lead to terminal objectives.

## 3) Materials and Equipment

As a teacher, it was just knowing what materials and equipment you needed to take and bring. Perhaps the materials for teaching reading comprehension that teachers bring, commonly the coursebook for teachers as references, the equipment that may teacher need in teaching reading comprehension such as LCD led, pen, board marker, videos or audios, media for learning involved in a paper, board.

## 4) Procedures

The general set guidelines of procedure in the lesson plan are divided into three agendas; The first is opening, namely set induction which acts as a warm-up such as salam, praying together, checking the attendance list, and others. The second is core, a set of activities

with each proportion included in whole class work, group or pair work, teacher talk, and student talk. The third is a closure in which the activities are the closing of the activities in class, including evaluation, feedback, or perhaps the homework, and then closing the class by praying together.

#### 5) Evaluation

Evaluation can only sometimes be the element of a lesson plan. However, evaluation can be used when the lesson has conducted one meeting or two to know whether the learning objective has been accomplished. The evaluation is also an assessment that the teacher makes, and then the teacher can give the students a chance to learn in order to assess the success of students and make an adjustment.

#### 6) Extra Class Work

Extra class work is commonly known as homework; eventually, this must be corrected. The function of extra class work is to make students stay focused beyond the learning of the class hour. It can get from the extensions or applications that are related to it.

While understanding the reading, several steps need to be done by the reader, namely:

- 1) Determine reading goals
- 2) Preview means reading at a glance,
- 3) Read the entire contents of the reading carefully so that we can find the main idea contained in each paragraph,

4) Restate the contents of the reading with sentences and your own words

Based on the definition stated above, it can be concluded that the steps taken by the teacher in teaching reading comprehension are clearly stated in the lesson plan. The teacher only needs to carry out these steps coherently. Meanwhile, students are expected to be able to capture the main ideas contained in the reading material by determining the purpose of reading, understanding the meaning of the reading at a glance, determining the main idea of each paragraph, and presenting the contents of the reading in their sentences.

#### **e. Evaluation of Teaching Reading Comprehension**

Evaluation of teaching is the last part of teaching reading comprehension. Teaching evaluation means the assessment process after the teaching-learning to know how far the goals have been accomplished.

In evaluating the students after teaching-learning, assessment is frequently used to achieve it. It consists of suggestions, giving feedback, and comments.<sup>35</sup> Moreover, evaluation as part of a lesson plan that is used to assess the students can take two types of assessments as follows:<sup>36</sup>

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<sup>35</sup> Jaap Scheerens, Cees Glas, and Sally M. Thomas, *Education Evaluation, Assessment, and Monitoring: Contexts of Learning*, (Netherlands: Taylor and Francis e-Library, Master e-Book ISBN: ISBN 0-203-97105-1), 2005, 2.

<sup>36</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 408

### 1) Summative assessment

Summative assessment is concerned with measuring the product of a student's learning. In other words, summative assessment is to know whether the teaching-learning has achieved its goals.

### 2) Formative assessment

Formative assessment concerns measuring the students' abilities as part of a process. In other words, the formative assessment focuses on helping the students' progress to the next level. It aims to provide feedback to support and increase the teaching and learning process.

Grabe emphasized that the type of assignment is an essential component of reading assessment because the primary purpose of the assessment task is to provide information related to students' progress in the reading process, which will eventually be considered a reference in determining students reading ability.<sup>37</sup>

## 2. Preview, Question, Read, Summary, Test (PQRST) Strategy

### a. Definition of Preview, Question, Read, Summarize, Test (PQRST) Strategy

The PQRST (Preview, Question, Read, Summarize and Test) technique, first described by Thomas and Robinson<sup>38</sup>. Thomas & Robinson in Malia, stated that PQRST is one of the strategies that can lead the students' reading comprehension. This method is used to

<sup>37</sup> Grabe W., *Reading in a Second Language: Moving from Theory to Practice*, (Cambridge: Cambridge University Press, 2009), 358-359

<sup>38</sup> Barbara A. Wilson, *Memory Rehabilitation*, (New York: The Guilford Press 2009), 87.

improve reading competency. The PQRST strategy is one of strategy of reading which is similar or even the same as the SQ3R strategy. PQRST stands for the core activities of the Preview, Question, Read, Summarize, Test.<sup>39</sup> PQRST actually is a method or strategy of reading a book which is especially intended for the benefit of the study, but researchers can borrow concepts and measures for the benefits of this method of teaching read in school, especially for students who are already classified as the reader.

According to Sulistyو PQRST strategy is useful as an instructional reading strategy by paying more attention to key information in reading activities. This strategy is a step-by-step plan that has been proven to raise test scores for students who follow the step involved. This strategy helps the students focus on studying and prioritizing the information in a way that related directly to use the information in an exam<sup>40</sup>.

Susanti stated that the PQRST strategy as one of the reading strategies that can help the students to improve their reading comprehension. PQRST strategy is a powerful reading strategy which provides a strong reading background as a key before reading activity<sup>41</sup>.

So, the students know what they should do in reading. The PQRST strategy stands for Preview, Question, Read, State, and Test.

<sup>39</sup> E.L Thomas & Robinson H.A. *Improving Reading in Every Class*. Boston: Allyn and Bacon, 1982.

<sup>40</sup> Gunadi H Sulityo, *Reading for Meaning Theories, Teaching Strategies, and Assessment*, (Malang: Pustaka Kaiswaran, 2011), 94.

<sup>41</sup> Aprida Susanti R, *Improving Students' Reading Comprehension Through PQRST Technique at Grade XI of SMA Piri 1 Yogyakarta in the Academic Year of 2012/2013*. Unpublished Thesis. (Yogyakarta: Yogyakarta State University, 2013).

## **b. Steps of Teaching Reading Comprehension through PQRST Strategy**

There are some processes in teaching reading through PQRST strategy that consist of six stages Westwood.<sup>42</sup> It could be done well if the teacher gave the appropriate ways in the teaching process as follows:

- Step 1

In the first step, the teacher introduced the concept of PQRST strategy and the effectiveness in the learning process. The teacher could also tell them the main purpose of using this strategy. So, the students had the motivation to use this strategy.

- Step 2

The students were given the text of reading by the teacher. As the first step of PQRST strategy: previewing. The students can immediately preview the entire chapter by skimming through it to get an idea of the major topics. This is done by reading the chapter outline, and then skimming the chapter, paying special attention to headings of main sections and sub-sections, the kind of the text, the orientation of the text, the verb that is used in the text, and glancing at picture, figure, number, italic words in the text, also noticing the organizational structure text. If there is a summary, take time to consider each point in the summary, questions will come to mind that should be answered later as the students read the full text.

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<sup>42</sup> Peter Westwood, "Reading and Learning Difficulties: Approaches to teaching and assessment" (Camberwell: The Australian Council for Educational Research Ltd, 2016)



- Step 3

The next step is questioning. In this step, the students tried to ask specific questions in their mind about reading the assignment. The students could start this stage by turning the chapter headings and subheadings into questions. The teacher guided the students to generate questions to help focus the reader's reading and find the key points in each section. They could use the standard questions such as who, what, why, which, when, where or how (5W+1H). The questions can lead them to find further information on the text.

- Step 4

Next, the students read the material in detail. As the students read, they tried to answer the question which asked in the step question. Besides, they could give underline the difficult word and pay attention to the main idea. If the students get difficulties in comprehending the text, they may read the text twice.

- Step 5

After the students finished reading the section, the students tried to recall the main ideas and recite the information. Summarizing is a powerful means of fixing the material on the students' memory. Summarizing will reveal blanks in the students' knowledge and help them organize the information in their mind. The students could take notes from the passage they have read.

- Step 6

In this final step of PQRST strategy, to know and remember what the students have read. It can be started by recalling as much as they can without looking at the book or their recitation notes. It helps them to think about the relevance of what they learned and how it all fits together. The reader checks their knowledge by testing themselves to know how far their understanding of the text they read.

**c. Advantages of PQRST Strategy**

There some advantages and disadvantages of using PQRST strategy in teaching reading comprehension:

1) The PQRST strategy helps to enhance students' comprehension of a text. It helped the students arrange the steps of reading. The students would have a good intention to the text because they had the preview before they analyze the whole of the text<sup>43</sup>.

2) The benefits of Questioning step led the students to formulate the questions they need to find. This step helped the students to focus and create curiosity toward the text. This motivates the students to read. It made the students found the information details easily<sup>44</sup>. It also made them focus on the aspects that they should find in the text.

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<sup>43</sup> Aprida Susanti R, *Improving Students' Reading Comprehension Through PQRST Technique at Grade XI of SMA Piri 1 Yogyakarta in the Academic Year of 2012/2013*. Unpublished Thesis. (Yogyakarta: Yogyakarta State University, 2013).

<sup>44</sup> Nopri Malia, "Using PQRST strategy to improve students' reading comprehension of hortatory exposition texts at grade XI IPS of MA Diniyah Puteri, Pekanbaru." *English Language Teaching (ELT)* 3.1 (2015), 4.

3) It helped engage students actively and meaningfully in their reading.

The students actively involved in comprehending the text<sup>45</sup>.

4) This strategy made the students well-planned in reading the text. It

made the reading process more effective to reach their goals. By

knowing this ahead of time, the students able to look for and

recognize the most important points when they do read for details.

They did not waste time stumbling through the book and finding a

starting point (Staton: 1982)<sup>46</sup>.

#### **d. Disadvantages of PQRST Strategy**

There are some disadvantages of using PQRST strategy in teaching reading comprehension:

1) This strategy was time-consuming because it had several stages that

should be done by the students in reading. So, it would rather

difficult for students who have difficulties in reading. To solve the

problem, the teacher used simple or short text in order to make an

effective time. The students also did the group work to discuss the

text in some part of the learning process.

2) In some stages, the students may get difficulties in doing the step of

PQRST strategy. For example, there are some students with low

capability in summarizing, because they are weak to recognize the

most important points to find the details. Only the students who have

upper knowledge level are able to recall the important points. So, it

<sup>45</sup> Lamhot Simathupang & Sihombing, L. Entitled "The Effect of PQRST Method on Students' Reading Comprehension of Descriptive Text", Unpublished Thesis. (Medan: UNIMED, 2012)

<sup>46</sup> Thomas F Staton, *How to Study*, 7th Edition. (Nashville, 1982), 15.

was dominated by some students who can do this stage. To solve this problem, the teacher divided the class between some groups or pairing works to discuss the difficult terms. The teacher also asked the students to consult their dictionary.



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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER III

### RESEARCH METHOD

This chapter presents the research method of this current research that consist of approach and design of research, research location, research subject, data collection technique, data analysis, data validity, and procedure of the research.

#### A. Approach and Design of Research

The research approach is a methodical approach to gathering information for goals, purposes, and applications. based on the scientific methodology, data, goals, and applications of science.<sup>47</sup> In this research, the researcher used qualitative approach. Generally, Qualitative research comprises acquiring and analyzing non-numerical data (such as text, video, or audio) to understand ideas, opinions, or experiences well. Besides, since its research focuses on the knowledge basis, individual, arbitrary, and experiential execution, qualitative research refers to humanistic. This approach is also indicated to be holistic and seeks to define the particular behavior's meaning and how to carry out things in a specific context. Then, qualitative research methods are generally open and in-depth, naturalistic, which means they attempt to study objects, people, or events in natural (nonexperimental) environments.<sup>48</sup>

Meanwhile, this research design is case study that refers to a researcher deeply investigates several elements, such as; a program, a process, an event,

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<sup>47</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), 2.

<sup>48</sup> Karina Kielmann, Fabian Cataldo, and Janet Seeley, *Introduction to Qualitative Methodology: A Training Manual*. (UK Department for International Environment (DFID), 2012), 7-9. <https://ueaeprints.uea.ac.uk/id/eprint/40319>.

an activity, and one or more personalities.<sup>49</sup> A case study becomes one of the various types of qualitative research and the qualitative data are obtained through interview, observation and document review.<sup>50</sup> The case study in this research is emphasizing the case that occurred in the research location related to the implementation of teaching reading comprehension through PQRST strategy that the meaning and process are not in the form of numbers but descriptive; written or spoken words from certain informants. Besides, it produces truthful, accurate, and systematic descriptions of reality and population characteristics.<sup>51</sup>

Therefore, the case study research design was chosen by the researcher because it became an appropriate and relevant design for the current research. Then, the researcher did in-depth research to describe the implementation of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember 2023/2024 academic year.

## **B. Research Location**

This research was conducted at MTs Raudlatul Ulum Jember. The school located at Jl. Achmad Yani No.05, Glengseran, Suci, Kec. Panti, Kabupaten Jember, East Java. The researchers involved students of second grade in the academic year 2023/2024. There were 29 students involved.

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<sup>49</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Sage Publication, Inc, 2009), 30.

<sup>50</sup> Indah Wahyuni, "The Students Mathematical Thinking Ability in Solving the Program for International Student Assessment (PISA) Standard Questions", *Journal of Advance Research in Dynamical and Control Systems*, (Institute of Advanced and Scientific Research, 2019), 777- 757.

<sup>51</sup> Sumandi Suryabrata, *Metodologi Penelitian*, (Jakarta:Raja Grafindo Persada), 2008. <https://www.rajagrafindo.co.id/produk/metodologi-penelitian/>.

The first reason the researcher chose this place was because this institution—a private school with a boarding foundation—used the PQRST technique in the teaching and learning process as a cooperative approach, and it needs to be researched. Second, the outcomes of the researchers' previous studies show that the location is suitable for the research project and consistent with the research's title. Third, this school location was able to support elaborating the research focus result such as acquire scientifically about the purpose, material, steps, and evaluation of the teaching-learning process at MTs Raudlatul Ulum Jember.

Because English is a required subject for all students at this school, including those enrolled in Islamic boarding schools, the research location is unique in this study. As a result, when this strategy is used in the classroom to support teaching and learning, students readily accept it as a useful substitute that improves reading comprehension.

### **C. Research Subject**

Research subject is the subjects that will be used to collect the data as data source and the result of this data source where it is related with the focus of this research. The description includes what data you want to obtain, who wants to be an informant or research subject, and how the data will be searched and captured to guarantee its validity.

In qualitative research, the subjects who appropriate as the research subject was identified and recruited by using purposively.<sup>52</sup> Purposive method

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<sup>52</sup> John C. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research* 4th edition (Boston: Pearson Education, 2012), 205.



is appropriate for this current research because it is regarding to the place and people that helpful in understanding the central phenomenon at the field. Then the types of purposive method that used in this research was homogeneous that this type was appropriate with the phenomenon.

According to the information above, the research subjects determined by a purposive method, namely selected with particular considerations and objectives, as follows:

1. English Teacher of MTs Raudlatul Ulum Jember

In addition, to conduct interview and observation, Mr. Rian Ardiansyah S.pd, as English teacher at the second-grade was selected to be the subject of this current research. It aimed to obtain the related data, namely teaching reading comprehension through PQIRST strategy about the purpose, material, steps, and evaluation.

2. The Second-grade students of MTs Raudlatul Ulum Jember

The researchers involved students of second grade in the academic year 2023/2024. There were 30 students involved. In order to obtain more effective interview results, the researcher selected the four students who were invited for an interview based on two of the students who scored highest and two of the students who scored lower than average.

#### **D. Data Collection Technique**

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

## 1. Observation

Observation can be called as a technique in which the researcher used in taking field note of individual behavior and activities of the research site. The researcher observed the location where the research was carried out. The purpose of this observation is to know how the students teaching reading comprehension process through PQRST strategy. By using the observation the researcher can know a description of the students' behavior, learning process, natural phenomenon, problems and how to solve them. The observation is used when the object of research is human behavior, work process, natural phenomena and small respondent<sup>53</sup>.

In this research, the researcher chose observation of the non-participant observer to conduct research. The reason was the researcher focused on observing and recording notes during observation activities without being involved in the activities of participants. Thus, the result of observation activities extended the achievement that the researcher wanted.

In this research, the observation was conducted on the objective conditions MTs Raudlatul Ulum Jember and during the implementation of teaching reading comprehension through PQRST strategy. Last, the researcher have confirmed that there is no bias between the Teacher and student.

## 2. Interview

Interview is a conversation between two people in which one person tried to direct the conversation to obtain information for some specific purpose. It was done by dialogue orally either directly or indirectly.

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<sup>53</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D Bandung*: (Alfabeta, 2011), 145.

Interview was used to gather data from people about opinions, beliefs and feelings about situation.<sup>54</sup>

In this research, the researcher used semi-structured interview with the aim of knowing the whole activities in teaching reading comprehension using PQRST strategy. Semi structure is an interview model in which the interview naturally occurs to review questions for the students without interfering with their comfort while the interview section is running. The researcher also used one-on-one interview and focus group interview.

a. One-on-one interview

One-on-one interview is a data collection process in which the researcher asks questions to and records answer from one participant in the study at a time. This type of interview is ideally for interviewing the participant who are not hesitant to speak, who are articulate, and who can share ideas comfortably.

b. Focus group interview

A focus group interview is a process of collecting data through interview with a group of people, typically four to six. The researcher asks a small number of general questions and elicits responses.

As the explanation above, those interview were appropriate with the phenomenon with this current research. Furthermore, the entire research subject who involved in the interview section enjoyed during the interview.

In this research, one-on-one interview was conducted to the English teacher

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<sup>54</sup> Dr. umar Sidiq, M, Ag. Dr. Moh. Miftachul Choiri, MA, *Metode penelitian kualitatif di bidang pendidikan*, (Ponorogo : CV. Nata Karya, 2019), 59.

of MTs Raudlatul Ulum Jember while the focus group interview was conducted to the 4 students of the second grade at MTs Raudlatul Ulum Jember.

### 3. Document review

Document review includes to some private and public notes that this research gain about a study venue and participant. Those are; a newspaper, meeting minutes, an individual journal, letters, and so forth. These resources offer insightful data that aids researchers in comprehending central phenomena in qualitative research.<sup>55</sup>

In this current research collected the document review as follows;

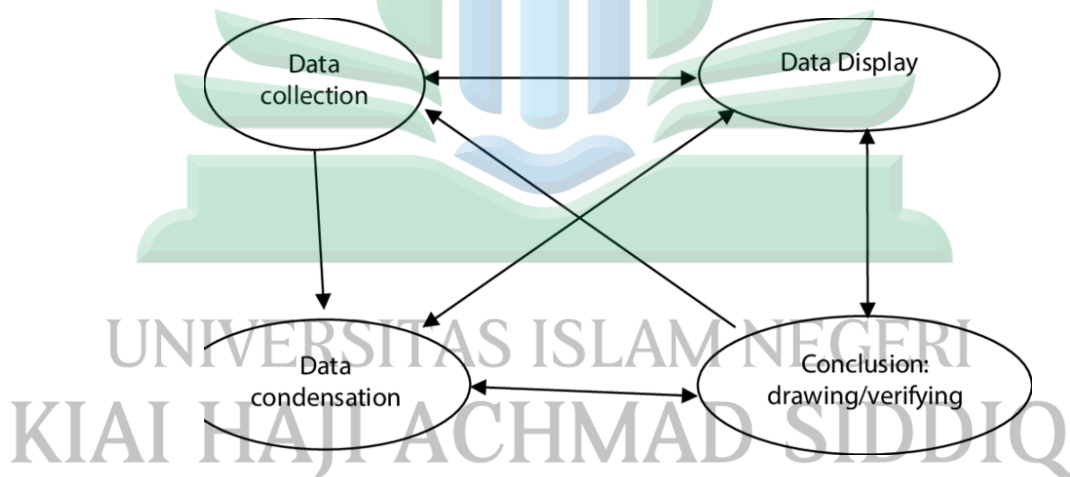
- a. Profile of MTs Raudlatul Ulum Jember
- b. Vision and mission of MTs Raudlatul Ulum Jember
- c. Teacher and staff data of MTs Raudlatul Ulum Jember
- d. The students' data at the second-grade of MTs Raudlatul Ulum Jember,
- e. Syllabus consists of core competence, learning material, and learning activity,
- f. The lesson plans, the lesson plan include, Identity, the educational unit's name, subject identity, class/semester, time location, core and basic competence, goal, learning material, learning objectives, learning method, learning media, it formed a learning process that assisted to impart subject information, and learning materials.

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<sup>55</sup> John C. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research* 4th edition (Boston: Pearson Education, 2012), 223.

## E. Data Analysis

In data analysis, information gathered from observation, interview, and document review is arranged and looked up methodically. This procedure involves grouping data, verifying them into units, choosing some important information that has to be presented as research data, and getting to a clear conclusion that the general public and the researcher can both understand. The qualitative concept analysis from Miles, Huberman, and Saldana was used to examine the data for the junior high school students. According to Miles, Huberman and Saldana, qualitative data analysis was defined as consisting of four current flows of activity: data collection, data condensation, data display, drawing and verifying conclusion.<sup>56</sup>



**Image 3.1**  
**Interactive Analysis Model for Qualitative Research**  
 (Source: Miles, Huberman, Saldana 2014)

Qualitative data analysis uses three steps, namely:

<sup>56</sup> Miles and Huberman, *Qualitative Data Analysis 3<sup>rd</sup> Edition*, (London: Sage, 2014), 10-11.

### 1. Data Collection

Data collection is carried out by collecting data in the field when conducting research through various methods of collecting the data. This is the initial step where researchers gather raw data. In this research, researcher collected the data using interview, observation, and document review.

### 2. Data Condensation

The activity in data condensation is the researcher begin to select, focus, simplify, abstract, and/or transform the data from the topic that would like to be researched as like written up field notes, interview transcripts, documents, and other empirical materials by condensing that can making data stronger. In this research, the researcher wrote summaries of what had been obtained from the data collection involved the purpose, the material, the steps and the evaluation of teaching reading comprehension through PQRST strategy. After that, the researcher simplified the result of summary to be used in data display.

### 3. Data Display

The data display where defines compress assembly of organized information that allows conclusion drawing and action. The data display is done in some form such as graphs, table, charts and networks. Apart of those, the data presentation can be form a brief of description. The activity in data display the researcher attempt to design displays which it is deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in the cells, so they can be called

analytic activities. In this research, the organizing the data was obtained in the descriptive form. The data in this stage was organized by obtaining the data that had been taken. Then the researcher described the results of the contents of the data in drawing and verifying conclusions.

#### 4. Drawing and Verifying Conclusion

A conclusion is drawn after the data collection result is presented and in-depth comprehension is provided. The researcher then corroborated the data by examining its correlation with previously provided data and new data which were utilized to draw a conclusion from the teaching reading comprehension through PQRST strategy.

### **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

The source triangulation method is to determine the reliability of the data. It was produced using data from interview results of the second-grade English teacher and students at MTs Raudlatul Ulum Jember. So, the first and the second sources were compared by the researcher to obtain valid data. For example, according to Mr. Rian as the English teacher, actually, the subjects I used to teach the learning process, particularly narrative text, were based on the syllabus, which was available in the second grade. Furthermore, the teaching substance was pertinent to the educational objective.



The interview from the teacher was compared with the student's interview result from Dira Elnafisah, such as she stated; Mr. Rian gave us material about narrative text entitled Malin Kundang which was read by Mr. Rian first. Furthermore, through this activity, I learned new vocabulary and I assumed that this material was easier than other material that affected my reading skill progress. In brief, from source triangulation, the researcher determined valid data by cross-checking the same information from different sources and comparing both sources to find whether or not the data obtained the same conclusion. The researcher ensures that there is no bias between teacher and students.

## 2. Techniques Triangulation

The triangulation technique refers to determining the validity of data by comparing the same data using various techniques, such as data from interview, observation, and document review which were merged by the researcher. The interview example has been explained by the researcher on

first point (source triangulation). Next example, based on the observation the researcher observed since the classroom activity started, the researcher discovered that when the teacher began delivering the information simultaneously, the students maintained calm and focused attention, allowing them to conceive the material provided. Besides, the researcher discovered that the teacher's materials were about narrative text entitled Malin Kundang including social function, language features, and so on.

On the other hand, on the approved document review was stated on the syllabus, such as KD 3.10 and 4.10. Points B and D are also listed on the

lesson plan. It was stated that the material for teaching reading skill was narrative text.

In brief, after the researcher compared and or cross-checked the source triangulation then the next step was the researcher utilize the triangulation technique to verify valid data by cross-checking the same information from different techniques and comparing those results to discover if the data provided the same conclusion.

### G. Research Procedure

Research procedure is a part which explains the research start from preface research, design development, the real research, and until report the writing or the result<sup>57</sup>. In this research there were three procedures that implemented. Those are:

#### 1. Pre-field Stage

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

- a. Developing the research design 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.
- b. Selecting research field The researcher selected the research field at MTs Raudlatul Ulum Jember.
- c. Permit processing Before the researcher conducted the research, the researcher obtained a license from the university website, visited the

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<sup>57</sup> Tim Penyusun, *Pedoman Karya Ilmiah*, 48.

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, interview, and observation.

## 3. Data Analysis Stage

After data collection through observation, interview, and document review were completed, Huberman and Saldana's model was 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 DISCUSSIONS

#### A. Description of the Research Object

##### 1. The History of MTs Raudlatul Ulum Jember

MTs Raudlatul Ulum is one of the educational units at the secondary school level in Suci, Kec. Panti, Kab. Jember, East Java. In carrying out its activities, MTs Raudlatul Ulum is under the auspices of the Ministry of Religion. MTs Raudlatul Ulum is located at Jl. A. Yani No. 05, Suci, Kec. Panti, Kab. Jember, East Java.

This school was founded in 2013 by Kiyai Abdullah Yaqin. The first principal of Mts was Mr. Wahyudi, but three years later he was replaced by Mr. Ahmad Bashari until now. Even though it is still relatively new, this institution already has adequate facilities for learning and infrastructure. Such as comfortable classrooms, mosques in the school area, dormitories, halls, and computer labs.

MTs Raudlatul Ulum is one of the formal educational institutions under the auspices of the Raudlatul Ulum Foundation. Because there are also formal educational institutions from the elementary (SD) to the vocational secondary (SMK) levels. There are two types of education, namely Islamic Boarding School Education and Formal Education. Islamic boarding school education includes Islamic boarding school activities (recitation of the yellow book), while formal education includes junior high school (SMP) and vocational high school (SMK).

## 2. The Profile of MTs Raudlatul Ulum Jember

### a. School Identity

1) Nama Sekolah : MTs Raudlatul Ulum

2) NPSN : 69886229

3) Alamat : Jl. A. Yani No. 05

4) Kode Pos : 68153

5) Desa / Kelurahan : Suci

6) Kecamatan / Kota : Kec. Panti

7) Kabupaten / Kota : Kab. Jember

8) Provinsi : Jawa Timur

9) Status Sekolah : Swasta

10) Jenjang Pendidikan : MTs

11) Naungan : Kementerian Agama

12) Tanggal SK Pendirian : 2014-10-28

13) Tanggal SK Operasional : 2016-08-02

14) File SK Operasional : 258354-153959-414952-138660119-91609780.pdf

15) Akreditasi : C

16) Nomor SK Akreditasi : 164/BAP-S/M/SK/XI/2017

17) Tanggal SK Akreditasi : 17-11-2017

18) Nomor Telepon : 0822 – 3193 – 5210

## **b. Vision and Mission of MTs Raudlatul Ulum Jember**

### **1) Vision**

"Good Character, Knowledge, and Achievement."

### **2) Mission**

- a. Strengthening faith in Allah SWT.
- b. Boosting the enthusiasm for learning and applying it.
- c. Enhancing the quality of learning.
- d. Achieving excellence in both academic and non-academic fields.
- e. Establishing madrasah cooperation with the community.
- f. Developing a student's potential in line with their talents and interests.

## **B. Finding**

The researcher collected data using observation techniques, interview, and document review. Based on the results of observation, interview, and document review, researchers found data on teaching reading comprehension through PQRST strategy at the second grade students of MTs Raudlatul Ulum Jember.

### **1. The Purpose of Teaching Reading Comprehension through Preview, Question, Read, Summary and Test (PQRST) Strategy at The Second Grade of MTs Raudlatul Ulum Jember**

Purposes are good things or benefits for students, including educational benefits. In teaching and learning, objectives are usually written as "learning objectives" in lesson plans. In this case, data collection to teach

reading comprehension through PQRST strategy uses three methods, namely observation, interview, and document review.

According to the English teacher for class VIII students (Mr. Rian), the objectives of teaching reading comprehension through PQRST strategy are:<sup>58</sup>

“Actually, the problem when I teach English to second grade students is that they are not fluent in reading English texts due to their lack of vocabulary. Apart from that, they are also weak in critical thinking. Because of these problems, they are afraid and embarrassed to read texts in English in front of the class. So the class atmosphere tended to be passive because at that time I only used the lecture method in teaching. There I thought about what learning strategy would be suitable for them, and finally I found PQRST Strategy, which is where I use this learning method with the aim of helping improve students' understanding of a text, especially English text. Apart from that, the PQRST learning strategy also helps students to focus and create a sense of curiosity about a text so that they are motivated to read and find the information they want. Another aim is to involve active students in class and make students plan in reading texts through the stages in the PQRST strategy.”

From the interview the researcher conducted with the English teacher (Mr. Rian), it can be concluded that there are four objectives of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember, namely: helping improve students' understanding of a text especially English text, helps students to focus and create a sense of curiosity about a text, make students motivated to read and find the information they want, involve active students in class and make students plan in reading texts through the stages in the PQRST strategy.”

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<sup>58</sup> Rian Ardiansyah, S. Pd, interviewed by Alfadhia Naila Adiba, Jember, 22nd September 2023.

It was supported by the focus group interview result with Dira, (student of second grade), she confirmed that:<sup>59</sup>

“Since Mr. Rian changed his way of teaching us, I feel that I have developed more in reading English, and also the class has become more lively because Mr. Rian often teaches how to read English texts correctly, then we repeat it.”

From the interview the researcher conducted with a class VIII student named Dira, it can concluded that he likes the teaching strategy used by his English teacher (Mr. Rian) because she can developed more in reading English, and in her opinion the class has become more active because Mr. Rian often teaches how to read English texts correctly.

Those above was strengthened in Habibah's statement, she confirmed that:<sup>60</sup>

“When Mr. Rian teaches us, I enjoy it. Mr. Riyan's method of instruction sharpens our attention to comprehending the meaning of English stories. Additionally, Mr. Riyan teaches us how to correctly read English text, which makes it easier for us to follow, so I feel more confident reading English texts fluently in class.”

Based on the researcher's interview with Habibah, a class VIII student, it can be inferred that Habibah liked it when Pak Riyan gave her the assignment to predict what they had read because, in her opinion, it would help her understand the material more analytically. He can confidently read English-language texts as well.

Furthermore, it was approved during the document review for a lesson plan created by Mr. Rian, the English teacher. It was demonstrated by

<sup>59</sup> Dira, interviewed toward students of the second grade, Jember, 12nd October 2023.

<sup>60</sup> Habibah, interviewed toward students of the second grade, Jember, 12nd October 2023.



the lesson plan at the point of learning activities. It stated that the goal of teaching reading comprehension using the PQRST strategy is to: help students be active in the reading process, focus on the text, attract motivation, have a long-term memory in comprehending the text, and increase their test score.<sup>61</sup>

By the findings of the interview and document review, the purpose of teaching reading comprehension through PQRST strategy at the second-grade of MTs Raudhatul Ulum Jember, are; : 1). Improve students' understanding of texts, especially texts in English, 2). Improve students' ability to concentrate and piques their interest in a text, 3). Encourage students to read and seek out the information they desire, 4). Encourage students to participate actively in class and to plan their reading of texts using the PQRST strategy's phases.

## **2. The Materials of Teaching Reading Comprehension through Preview, Question, Read, Summary and Test (PQRST) Strategy at The Second Grade of MTs Raudlatul Ulum Jember**

The material means teaching materials the teacher gives to students to give students knowledge, train students in communicating, and see the learning process.

According to the English teacher for class VIII students (Mr. Rian), the objectives of teaching reading comprehension through PQRST strategy, are:<sup>62</sup>

<sup>61</sup> Document review of lesson plan, 13rd October 2023.

<sup>62</sup> Rian Ardiansyah, S. Pd, interviewed by Alfadhia Naila Adiba, Jember, 22nd September 2023.

"The main thing is that the book serves as a supplement to the teaching materials that I use to teach reading comprehension. I began explaining the structure of the text to its linguistic elements using narrative text material entitled Malin Kundang; I also used textbooks from the library. I occasionally use Google to find stories and sample images. The point is that it is based on the needs and abilities of the students in the class."

Based on the researcher's interview with the English teacher (Mr. Riyan), the material of teaching reading comprehension through PQRST strategy at the second-grade of MTs Raudlatul Ulum Jember is narrative text material titled Malin Kundang and began explaining the structure of the text to its linguistic elements. The teaching resources include Google textbooks, as well as stories and sample images from the textbook and library.

This was supported up by Rosi's statement a student at the second grade), he stated:<sup>63</sup>

"The material delivered by Mr. Rian is a story about Malin Kundang. We were given a piece of paper with the reading text of a short story called Malin Kundang on it, and then we were asked to guess the story's contents based on the title. We discovered the structure of a text, as well as its characteristics and linguistic elements. Mr. Rian usually looks for stories on the internet and in textbooks."

Based on the researcher's interview with the class VIII student (Rosi), the material being taught is a narrative text titled Malin Kundang, and they learned about structure, characteristics, and linguistic elements. Mr. Rian was searching the internet for the material.

Those points were strengthened by Dira's statement, she confirmed that:<sup>64</sup>

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<sup>63</sup> Rosi, interviewed toward students of the second grade, Jember, 12nd October 2023.

"Mr. Rian taught us the parts of the text structure with the title Malin Kundang. Mr. Rian usually uses a whiteboard to write down the important points explained earlier to make it easier to understand."

Based on the researcher's interview with class VIII students (Dira), the material being taught today is a narrative text titled Malin Kundang, and they learn about the structure of the text and use whiteboards as an additional medium to explain the material to students.

Regarding the observation on 21st of September 2023, in teaching reading comprehension through the PQRS strategy at the second-grade students, the material discussed a narrative text titled Malin Kundang. This material included text structure, characteristics, and linguistic elements. The researcher also noticed that the teacher did not use the introductory book as a reference for teaching, but instead drew on the internet for information. Materials in papers relating to the material relevant to the basic competence. The researcher observed the teacher making it on the whiteboard with simple notes and clear explanations.<sup>65</sup>

This can also be seen by the lesson plan on point C, which is a source of learning media, point D, which is a source of learning, and point E, which is a source of material. Item C describes the media used by the teacher when teaching and the tools used during the learning process. Whiteboards, markers (assorted), tangible objects, worksheets (LKPD), and reading the text of papers are listed as learning media. In point D, it is stated that the source material used is a narrative text from the book "Bright An

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<sup>64</sup> Dira, interviewed toward students of the second grade, Jember, 12nd October 2023.

<sup>65</sup> Observation Jember, 21st September 2023.

English" Class VIII, relevant textbooks, and the internet. Point E also includes narrative text, which includes social functions, text structure, and linguistic elements.<sup>66</sup>

Based on data collected through observation, interview, and document review revealed that the outcomes the material of teaching reading comprehension through PQRST strategy at the second-grade of MTs Raudlatul Ulum Jember were: the narrative text about Malin Kundang including social functions, text structure, and linguistic elements by using additional media in the form of a whiteboard. The narrative text was obtained from the book "Bright An English" Class VIII, relevant textbooks, and the internet.

### **3. The Steps of Teaching Reading Comprehension through Preview, Question, Read, Summary and Test (PQRST) Strategy at The Second Grade of MTs Raudlatul Ulum Jember**

Steps refer to the sequence of learning provided by the teacher to students in order to provide students with understanding.

The steps of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember, according to Mr. Rian, are as follows:<sup>67</sup>

“First I introduce the PQRST strategy to students so that they are motivated to use this strategy. Then I gave them an English text entitled Malin Kundang, and they were required to predict the contents of the reading text using the pictures and titles in the English text. Then I ask them to review the entire passage by

<sup>66</sup> Document review of lesson plan, 13rd October 2023.

<sup>67</sup> Rian Ardiansyah, S. Pd, interviewed by Alfadhia Naila Adiba, Jember, 22nd September 2023.

skimming to get an idea of the main topics. After that, I asked students to ask specific questions in their minds about the English text entitled Malin Kundang using 5W+1H. In the next step, I instruct students to read the text thoroughly while trying to answer the previous questions. Afterward, I ask students to summarize what they have read or try to remember and recite the main ideas and information. Lastly, to train their memory, I allow students to come to the front of the class and retell the English text without looking at it.”

According to the researcher's interview with the English teacher (Mr. Rian), the steps of teaching reading comprehension through the PQRST strategy at the second-grade of MTs Raudlatul Ulum Jember are as follows:

1) The teacher introduced the PQRST strategy to students in order to motivate them to use it. 2) The teacher gave students an English text entitled Malin Kundang, and they were required to predict the contents of the reading text using the pictures and titles in the English text. Then the teacher asked them to review the entire passage by skimming to get an idea of the main topics 3) After that, the teacher asked students to ask specific questions in their minds about the English text entitled Malin Kundang using 5W+1H.

4) The teacher instructed students to read the text thoroughly while attempting to answer the previous question. 5) The teacher asked students to summarize what they have read or try to remember and recite the main ideas and information. 6) Finally, in order to strengthen students' memory, the teacher allowed them to come to the front of the class and retell the English text without looking at it.

Those stated above were also supported by an interview with Habibah, a class VIII student:<sup>68</sup>

"Usually, Mr. Rian always starts by asking how we are and our mood, after that pray and check list presence, then he gives us a picture that is interesting to us, then we guess what the picture is and we are asked by Mr. Rian to read the text given to correct what is in our mind."

According to the researchers' interview with class VIII student Habibah, Mr. Rian used the stages in the lesson plan, so before entering the lesson, he asked the students to pray and check their presence. He asks students to guess the contents of the reading based on the title and pictures provided, then instructs them to read to match the predictions.

Those points were reinforced by Rosi's statement, which stated:<sup>69</sup>

"I felt excited when Mr. Rian came to class, because there is definitely something interesting to teach, usually in the form of pictures and reading English text, then we guess and read with enthusiasm, in my opinion he teaches us in very detail so that we can understand the content in the English text given by Mr. Rian."

According to the researchers' interview with class VIII students (Rosi), Mr. Rian used the stages in the lesson plan. It can be seen that Rosi's students were excited when Mr. Rian entered the class, because there was definitely something interesting to teach, usually in the form of pictures and reading English text, then students were asked to guess and read the text enthusiastically, according to Rosi, Mr. Rian teaches students in a very

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<sup>68</sup> Habibah, interviewed toward students of the second grade, Jember, 12nd October 2023

<sup>69</sup> Rosi, interviewed toward students of the second grade, Jember, 12nd October 2023

detailed manner so that students can understand the content in the English text given by Mr. Rian.

During observation in the second grade on 22nd of October 2023, the researcher discovered that when the teacher entered the classroom, he greeted the students and invited them to read a prayer together before beginning the teaching and learning process. After the teacher checked the students' attendance with the attendance list. The teacher then describes the learning objectives and the topic. After explaining the material they will study, the teacher hands out a paper with the title and reading. The teacher asks students to guess the contents of the reading based on the title and images provided and then instructs them to read to match their predictions. The teacher also allows students to present the stories they have read in front of the class without looking at the text.<sup>70</sup>

This is supported by lesson plans with narrative text steps at point F about learning activities that contain steps for teaching reading comprehension through PQRST strategy, namely: 1) The teacher introduced the PQRST strategy to students in order to motivate them to use it. 2) The teacher gave students an English text entitled Malin Kundang, and they were required to predict the contents of the reading text using the pictures and titles in the English text. Then the teacher asked them to review the entire passage by skimming to get an idea of the main topics 3) After that, the teacher asked students to ask specific questions in their minds about the English text entitled Malin Kundang using 5W+1H. 4) The teacher

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<sup>70</sup> Observation Jember, 21st September 2023.



instructed students to read the text thoroughly while attempting to answer the previous question. 5) The teacher asked students to summarize what they have read or try to remember and recite the main ideas and information. 6) Finally, in order to strengthen students' memory, the teacher allowed them to come to the front of the class and retell the English text without looking at it.

Based on interview, observation, and document review, the steps of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember, are; 1) The teacher introduced the PQRST strategy to students in order to motivate them to use it. 2) The teacher gave students an English text entitled Malin Kundang, and they were required to predict the contents of the reading text using the pictures and titles in the English text. Then the teacher asked them to review the entire passage by skimming to get an idea of the main topics 3) After that, the teacher asked students to ask specific questions in their minds about the English text entitled Malin Kundang using 5W+1H. 4) The teacher

instructed students to read the text thoroughly while attempting to answer the previous question. 5) The teacher asked students to summarize what they have read or try to remember and recite the main ideas and information. 6) Finally, in order to strengthen students' memory, the teacher allowed them to come to the front of the class and retell the English text without looking at it.



#### **4. The Evaluation of Teaching Reading Comprehension through Preview, Question, Read, Summary and Test (PQRST) Strategy at The Second Grade of MTs Raudlatul Ulum Jember**

Evaluation is the process of gathering, analyzing, and interpreting information systems in order to determine whether or not learning objectives have been met.

According to Mr. Rian, the English teacher for class VIII students the evaluation of teaching reading comprehension through PQRST strategy:<sup>71</sup>

"Evaluation is given in the final section before the class is closed. It is about students capturing material objectives by having them practice them and reflect on their understanding. During the evaluation period, I assigned formative assessments to my students, so I gave them reading texts and multiple-choice questions to see how well they understood the reading texts they had read. Then I asked the students to read the text together to prove my prediction. Before closing with a greeting, I went over the day's material and asked students questions again in the hopes that they will remember what they have learned. I also allow them to ask questions about anything they don't understand."

According to the researcher's interview with the English teacher (Mr. Rian), the evaluation of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember is Mr. Rian uses formative assessment with multiple choice questions to determine how far their understanding of what they have read is. Mr. Rian also reviewed the material to ensure that students retained it.

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<sup>71</sup> Rian Ardiansyah, S. Pd, interviewed by Alfadhia Naila Adiba, Jember, 22nd September 2023.

It was also supported by Habibah's statement from the focus group interview. She stated that:<sup>72</sup>

“After Mr. Rian asked us to read, we were given multiple-choice questions about the reading. Mr. Rian always tries to make us understand with clear explanations, and if we do not understand his orders before class ends, Mr. Rian always asks what we do not understand.”

According to the researchers' interview with the class VIII students (Habibah), Mr. Rian given an evaluation in the form of multiple-choice questions to determine his students' level of understanding. Mr. Rian also inquired about their comprehension of the material covered.

In addition, in relation to Uswa's focus group interview, she stated:<sup>73</sup>

"Mr. Rian always asks us before closing class about what materials we get and what difficulties we encounter in today's lesson. Mr. Rian also assigned us multiple-choice questions to complete."

According to the researchers' interview with the class VIII students (Uswah), Mr. Rian gave an evaluation in the form of multiple-choice questions to determine his students' level of understanding. Mr. Rian also asked about their comprehension of the material that had been taught.

Regarding observation, the researcher discovered that the evaluation of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember used formative assessment, in which the teacher assigned students exercises related to the material being discussed, namely narrative text. They are given reading texts and are asked to make predictions; after being able to prove their predictions, those whose

<sup>72</sup> Habibah, interviewed toward students of the second grade, Jember, 12nd October 2023.

<sup>73</sup> Uswah, , interviewed toward students of the second grade, Jember, 12nd October 2023.

predictions are correct are allowed to come forward and tell what they have read, and the teacher then asks questions about whose readings they have read. As a result, before the class ends, the teacher asks students multiple-choice questions to help them reflect on the material being taught. The teacher asks students to answer questions about social functions, text structures, and linguistic features. The students can then raise their hands to respond verbally.<sup>74</sup>

In terms of lesson plans, the evaluation of teaching reading comprehension through the PQRST strategy at the second grade of MTs Raudlatul Ulum Jember was approved in point H of the lesson plan, which stands for Assessment, Remedial Learning, and Enrichment. The written test answers questions based on reading assignments from the teacher. Furthermore, it was stated at point G, in the closing stage of the learning activities, that the teacher asked students questions to help them reflect on the teaching and learning process.<sup>75</sup>

The data collected above from interview, observation, and document review of the evaluation of teaching reading comprehension through the PQRST strategy at the second grade of MTs Raudlatul Ulum Jember is being used in a formative assessment with multiple choice questions.

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<sup>74</sup> Observation Jember, 21st September 2023.

<sup>75</sup> Document review of lesson plan, 13rd October 2023.

**Table 4.1**  
**Data Presentation and Analysis**

<b>No.</b>	<b>Focus</b>	<b>Findings</b>
<b>1</b>	<b>2</b>	<b>3</b>
1.	How is the purpose of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember?	In accordance with the findings of the observation, interview, and document review regarding the purpose of teaching reading comprehension through PQRST strategy at the second-grade of MTs Raudhatul Ulum Jember, are; 1). Improve students' understanding of texts, especially texts in English, 2). Improve students' ability to concentrate and piques their interest in a text, 3). Encourage students to read and seek out the information they desire, 4). Encourage students to participate actively in class and to plan their reading of texts using the PQRST strategy's phases.
2.	How is the material of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember?	Based on data collected through observation, interview, and document review revealed that the outcomes the material of teaching reading comprehension through PQRST strategy at the second-grade of MTs Raudlatul Ulum Jember were: the narrative text about Malin Kundang including social functions, text structure, and linguistic elements by using additional media in the form of a whiteboard. The narrative text was obtained from the book "Bright An English" Class VIII, relevant textbooks, and the internet.
3.	How are the steps of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember?	Based on interview, observation, and document review, the steps of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember, are; 1) The teacher introduced the PQRST strategy to students in order to motivate them to use it. 2) The teacher gave students an

No.	Focus	Findings
1	2	3
		<p>English text entitled Malin Kundang, and they were required to predict the contents of the reading text using the pictures and titles in the English text. Then the teacher asked them to review the entire passage by skimming to get an idea of the main topics 3) After that, the teacher asked students to ask specific questions in their minds about the English text entitled Malin Kundang using 5W+1H. 4) The teacher instructed students to read the text thoroughly while attempting to answer the previous question. 5) The teacher asked students to summarize what they have read or try to remember and recite the main ideas and information. 6) Finally, in order to strengthen students' memory, the teacher allowed them to come to the front of the class and retell the English text without looking at it.</p>
4.	<p>How is the evaluation of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember?</p>	<p>The data collected above from interview, observation, and document review of the evaluation of teaching reading comprehension through the PQRST strategy at the second grade of MTs Raudlatul Ulum Jember is being used in a formative assessment with multiple choice questions.</p>

### C. Discussion

This stage represents the researcher's ideas about the relationship between categories and dimensions, the position of current findings in relation to previous ones, and the interpretation and explanation of field findings. Researchers discovered several things discussed in this theme in this research:

purpose, material, steps, and evaluation of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember.

### **1. The purpose of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember**

The purpose is related to a variety of other advantages for young students who are involved in educational benefits, whereas the teaching goals achieve a variety of advantages for students' classroom activities. Teaching objectives, also known as learning objectives in lesson plans, are essential in the teaching and learning process. Teachers must engage in a variety of activities to support this.

Based on the findings of the observation, interview, and document review, the following purposes were established for teaching reading comprehension through PQRST strategy at the second-grade of MTs Raudlatul Ulum Jember: 1). Improve students' understanding of texts, especially texts in English, 2). Improve students' ability to concentrate and piques their interest in a text, 3). Encourage students to read and seek out the information they desire, 4). Encourage students to participate actively in class and to plan their reading of texts using the PQRST strategy's phases.

According to the findings above, there are four reasons for teaching reading comprehension in the classroom using the PQRST strategy: Students' comprehension of English texts improves, students' concentration improves and piques their interest in a text, students are motivated to read and seek out relevant information, students become active participants in

class, and students plan their text reading using the PQRST learning strategy step by step. This relates to Malin's claim that the activity of teaching reading comprehension subconsciously directs teachers' students toward a goal.<sup>76</sup> This means that implementing reading comprehension teaching in the classroom with a critical identity, identifying various aspects of the text, providing active responses, and presenting reports can encourage students to achieve the goal of teaching reading comprehension, which is to increase understanding of the reading text's content.

The result regarding the purpose of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember follow the existing theory on teaching objectives. Students' comprehension of English texts improves, students' concentration improves and stimulates their interest in a text, students are motivated to read and seek out relevant information, students become active participants in class, and students plan their text reading step by step using the PQRST learning strategy. This goal encourages students to achieve the overall goal of teaching reading comprehension, which is to obtain information from reading texts.

## **2. The material of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember**

Material is a critical component of the teaching and learning process. The material is given to students by the teacher during the

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<sup>76</sup> Heather Malin, *Teaching for Purpose: Preparing Students for live in meaning*, Harvard Education Press, ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5.



teaching and learning process in order to increase students' knowledge, train students in communication, and control the learning process. The material should be enjoyable and exciting so that students are motivated to learn. Material can be instructional in the sense that it informs learners about language, experiential in the sense that it exposes learners to the language used, and elicitive in the sense that it stimulates the use of language. This can be exploratory because it makes discovering language use easier. Aside from that, teaching materials include anything and everything related to the language being studied.<sup>77</sup>

Based on the findings, the material of teaching reading comprehension through the preview, question, read, summary, and test (PQRST) strategy at the second grade students of MTs Raudlatul Ulum Jember: about narrative text entitled *Malin Kundang* including social functions, text structure, and linguistic elements by using additional media in the form of a whiteboard was developed. The narrative text was obtained from the book "Bright An English" Class VIII, relevant textbooks, and the internet.

In accordance with the findings above, in the teaching and learning process, the material of teaching reading comprehension through PQRST strategy at the second grade students is related to Tomlinson's theory of appropriate material applied in class. According to Tomlinson, materials are anything that teachers and students use to help them learn a language, such

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<sup>77</sup> Brian Thomlinson, *Materials Development in Language Teaching: 2nd Edition*, (Cambridge: Cambridge University Press), 2011, 2.



as textbooks, videos, graded reading, flashcards, games, websites, and phone interactions.<sup>78</sup>

The conclusions related to the material of teaching reading comprehension through the PQRST strategy at the second grade of MTs Raudlatul Ulum Jember follow the existing theory in teaching materials. Media such as videos, laptops, LCDs, PPTs, blackboards, and markers used by teachers support materials for improving language and learning skills. The PQRST strategy additionally helps in the development of student understanding by allowing students to predict the content of the reading and present it in front of the class. Using additional media in the form of a whiteboard, the teacher explains the material about narrative text, including social functions, text structure, and linguistic elements. The narrative text was obtained from the book "Brigh An English" Class VIII, relevant textbooks, and the internet.

### **3. The steps of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember**

Teachers are encouraged in the educational system to create a structured arrangement of each subject, known as a lesson plan (RPP). RPP is defined as a series of activities that span forty to ninety minutes of class time. The unit can then carry out the before and after curriculum steps in order to evaluate and prepare for the next lesson.

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<sup>78</sup>Brian Thomlinson, *Materials Development in Language Teaching: 2nd Edition*, (Cambridge: Cambridge University Press), 2011, 2.

In accordance to the findings, the steps of teaching reading comprehension through the PQRST Strategy at MTs Raudlatul Ulum Jember's second grade include the following lesson plan are: 1) The teacher introduced the PQRST strategy to students in order to motivate them to use it. 2) The teacher gave students an English text entitled Malin Kundang, and they were required to predict the contents of the reading text using the pictures and titles in the English text. Then the teacher asked them to review the entire passage by skimming to get an idea of the main topics 3) After that, the teacher asked students to ask specific questions in their minds about the English text entitled Malin Kundang using 5W+1H. 4) The teacher instructed students to read the text thoroughly while attempting to answer the previous question. 5) The teacher asked students to summarize what they have read or try to remember and recite the main ideas and information. 6) Finally, in order to strengthen students' memory, the teacher allowed them to come to the front of the class and retell the English text without looking at it.

Based on the findings above, there are six steps in teaching reading comprehension in class using the PQRST strategy: 1)The teacher introduced the PQRST strategy to students in order to motivate them to use it. 2) The teacher gave students an English text entitled Malin Kundang, and they were required to predict the contents of the reading text using the pictures and titles in the English text. Then the teacher asked them to review the entire passage by skimming to get an idea of the main topics 3) After that, the teacher asked students to ask specific questions in their

minds about the English text entitled *Malin Kundang* using 5W+1H. 4) The teacher instructed students to read the text thoroughly while attempting to answer the previous question. 5) The teacher asked students to summarize what they have read or try to remember and recite the main ideas and information. 6) Finally, in order to strengthen students' memory, the teacher allowed them to come to the front of the class and retell the English text without looking at it. These activities are relevant to Westwood's statement that there are six steps in the PQRST Strategy<sup>79</sup>. It could be done well if the teacher gave the appropriate ways in the teaching process as follows:

a. Step 1

In the first step, the teacher introduced the concept of PQRST strategy and the effectiveness in the learning process. The teacher could also tell them the main purpose of using this strategy. So, the students had the motivation to use this strategy.

b. Step 2

The students were given the text of reading by the teacher. As the first step of PQRST strategy: previewing. The students can immediately preview the entire chapter by skimming through it to get an idea of the major topics. This is done by reading the chapter outline, and then skimming the chapter, paying special attention to headings of main sections and sub-sections, the kind of the text, the orientation of the text,

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<sup>79</sup> Westwood, Peter, *Reading and Learning Difficulties: Approaches to teaching and assessment*. Camberwell: The Australian Council for Educational Research Ltd. (2001), 62.

the verb that is used in the text, and glancing at picture, figure, number, italic words in the text, also noticing the organizational structure text. If there is a summary, take time to consider each point in the summary, questions will come to mind that should be answered later as the students read the full text.

c. Step 3

The next step is questioning. In this step, the students tried to ask specific questions in their mind about reading the assignment. The students could start this stage by turning the chapter headings and subheadings into questions. The teacher guided the students to generate questions to help focus the reader's reading and find the key points in each section. They could use the standard questions such as who, what, why, which, when, where or how (5W+1H). The questions can lead them to find further information on the text.

d. Step 4

Next, the students read the material in detail. As the students read, they tried to answer the question which asked in the step question. Besides, they could give underline the difficult word and pay attention to the main idea. If the students get difficulties in comprehending the text, they may read the text twice.

e. Step 5

After the students finished reading the section, the students tried to recall the main ideas and recite the information. Summarizing is a powerful means of fixing the material on the students' memory.

Summarizing will reveal blanks in the students' knowledge and help them organize the information in their mind. The students could take notes from the passage they have read.

f. Step 6

In this final step of PQRS strategy, to know and remember what the students have read. It can be started by recalling as much as they can without looking at the book or their recitation notes. It helps them to think about the relevance of what they learned and how it all fits together. The reader checks their knowledge by testing themselves to know how far their understanding of the text they read.

Those activities are relevant to Brown's statement that there are some elements in generally formatting the lesson plan as follows:<sup>80</sup>

a. Objectives

The teacher should be concerned with the explicit statement to gain from the lesson when developing the learning objective. The explicit statements ensure the achievement that must be achieved, maintain the unity of the lesson, predetermine the achievement, and evaluate the students' success at the end of or after the lesson. A learning objective is a term that is commonly used to describe what students will do. The teacher must understand the distinction between terminal lessons and enabling when stating the objective. The terminal lesson objective is the final result that must be measured; meanwhile,

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<sup>80</sup> H.Douglas Brown, Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy. New York:Pearson ESL. 2000, 149-151.

the enabling objective is a series of interconnected steps that lead to the terminal objectives.

b. Material and equipment

As teachers, they are aware of the materials and equipment that must be taken and brought. The materials brought by the teacher to teach reading comprehension are typically the coursebook for the teacher to use as a reference. Meanwhile, the equipment that a teacher may require to teach reading comprehension includes an LCD led, a pen, a board marker, videos or audio, and learning media such as paper and board.

c. Steps

The general set guidelines of steps in the lesson plan are divided into three agendas; the first is opening, which is a warm-up such as salam, praying together, checking the attendance list, and others. The second is core, which is a collection of activities that includes each proportion in whole class work, group or pair work, teacher talk, and student talk. The third type of closure is one in which the activity is the closing of the activities in class, such as evaluation, feedback, or homework, and then the class is closed by praying together.

d. Evaluation

Evaluation is only occasionally possible as a component of a lesson plan. However, evaluation can be used after the lesson has had one or two meetings to determine whether or not the learning objective

has been met. Evaluation is also an assessment made by the teacher, after which the teacher allows the students to assess their own success and make adjustments.

Furthermore, the steps for teaching reading comprehension using the PQRST strategy outlined above have been formatted in accordance with Brown's theory, which includes key elements that must be included. The objectives corresponded to the discovery in a portion of the set induction in the statement "learning objectives." The materials and equipment matched the finding in a statement "explain the material," where the material and equipment as tools explained the material. The steps corresponded to the discovery in one of the stages of employing the PQRST strategy, and they were to make predictions based on title or picture clues, assess prediction accuracy, and adjust predictions.

The conclusions related to learning reading comprehension through the PQRST strategy for second-grade students at MTs Raudlatul Ulum

Jember follow the existing learning steps theory. Implementing reading comprehension learning through lesson plans aims to make teaching easier for teachers while also assisting students in understanding their reading.

#### **4. The evaluation of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember**

The final stage of teaching reading comprehension is evaluation. Teaching evaluation refers to the process of determining how far the goals have been met following the teaching-learning process. Assessment is

frequently used to evaluate students following teaching-learning. It is made up of suggestions, feedback, and comments.

According to the findings, the evaluation of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember using formative assessment with multiple choice questions.

Furthermore, evaluation as part of a lesson plan that is used to assess students can take two forms, as follows:<sup>81</sup>

a. Summative assessment

Summative evaluation is concerned with determining the outcome of a student's learning. In other words, summative assessment determines whether the teaching-learning objectives were met.

b. Formative assessment

Formative assessment is the process of measuring students' abilities. In other words, formative assessment is concerned with assisting students in progressing to the next level. Its goal is to provide feedback in order to support and improve the teaching and learning process.

It can be concluded from the findings and theory presented above that both are matched. The evaluation of teaching reading comprehension through PQRST strategy at the second grade of MTs Raudlatul Ulum Jember benefits both teachers and students. Knowing how far the

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<sup>81</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 408



objectives have been met while teaching reading comprehension can assist students in understanding the reading text by using summative assessment with multiple choice. At the same time, students can improve their reading comprehension by implementing the PQRST strategy for learning.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the research's conclusions and suggestions.

#### A. Conclusion

The following are the conclusions of what has been discussed and analyzed in Chapter IV:

1. The purpose of teaching reading comprehension through Preview, Question, Read, Summary, Test (PQRST) strategy at the second grade of MTs Raudlatul Jember is as follows: 1). Improving students' understanding of texts, especially texts in English, 2). Improving students' ability to concentrate and piques their interest in a text, 3). Encouraging students to read and seek out the information they desire, 4). Encouraging students to participate actively in class and to plan their reading of texts using the PQRST strategy's phases.
2. The material of teaching reading comprehension through Preview, Question, Read, Summary, Test (PQRST) strategy at the second grade of MTs Raudlatul Jember is narrative text with social functions, text structure, and linguistic elements using whiteboard as additional media. The narrative text was obtained from the book "Bright An English" Class VIII, relevant textbooks, and the internet.
3. The steps of teaching reading comprehension through the PQRST Strategy at MTs Raudlatul Ulum Jember's second grade include the following lesson plan: 1) The teacher introduced the PQRST strategy to students in order to

motivate them to use it. 2) The teacher gave students an English text entitled Malin Kundang and Cinderella, and they were required to predict the contents of the reading text using the pictures and titles in the English text. Then the teacher asked them to review the entire passage by skimming to get an idea of the main topics 3) After that, the teacher asked students to ask specific questions in their minds about the English text entitled Malin Kundang using 5W+1H. 4) The teacher instructed students to read the text thoroughly while attempting to answer the previous question. 5) The teacher asked students to summarize what they have read or try to remember and recite the main ideas and information. 6) Finally, in order to strengthen students' memory, the teacher allowed them to come to the front of the class and retell the English text without looking at it.

4. The evaluation of teaching reading comprehension through Preview, Question, Read, Summary, Test (PQRST) strategy at the second grade of MTs Raudlatul Jember is formative assessment with multiple choice questions. The test involves selecting practice points for reading narrative texts.

### **B. Suggestion**

In this section, the researcher would like to make some recommendations based on her findings at MTs Raudlatul Ulum Jember for:

1. The teacher

It is preferable for the teacher to use the Preview Question Read Summary Test (PQRST) strategy assisted by media images during the

learning process to provide a large number of reading books and exciting pictures because this strategy requires a large amount of reading material so that students are more enthusiastic and do not become bored while learning.

2. The next researcher

It is hoped that future researchers will be more critical in exploring cases and data to find novelty in new research and distinguish it from previous research.



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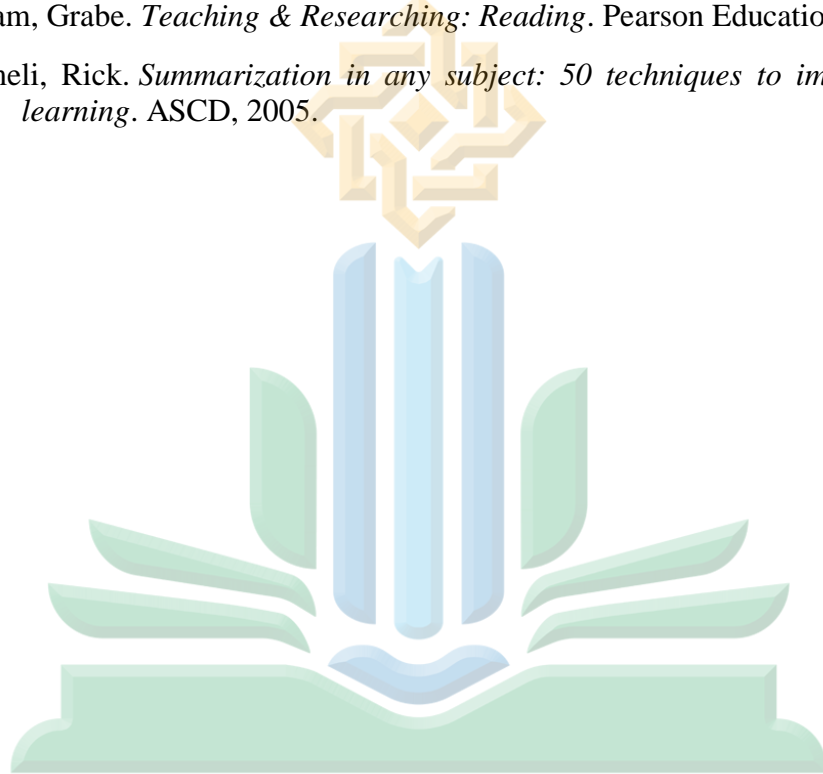
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**Appendix 1**

**Matrix of Research**

Title	Variable	Indicators	Source of Data	Research Method	Research Problem
<p><b>The Implementation of Teaching Reading Comprehension Through Preview, Question, Read, Summary and Test (PQRST) Strategy at The Second Grade of MTs Raudlatul Ulum Jember 2023/2024 Academic Year</b></p>	Teaching Reading Comprehension	<ol style="list-style-type: none"> <li>1. The purpose of teaching reading comprehension.</li> <li>2. The principles of teaching reading comprehension.</li> <li>3. The materials of teaching reading comprehension.</li> <li>4. The steps of teaching reading comprehension.</li> <li>5. The evaluation of teaching reading comprehension.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interview               <ol style="list-style-type: none"> <li>a. English Teacher.</li> <li>b. Students.</li> </ol> </li> <li>2. Observation               <ol style="list-style-type: none"> <li>a. Objective condition of MTs Raudlatul Ulum.</li> <li>b. The implementation of PQRST strategy in the class.</li> </ol> </li> <li>3. Document reviews               <ol style="list-style-type: none"> <li>a. The profile of MTs Raudlatul Ulum.</li> <li>b. The vision and mission of MTs</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Approach and type of the research:               <ol style="list-style-type: none"> <li>a. Qualitative.</li> <li>b. Case Study.</li> </ol> </li> <li>2. Data collection:               <ol style="list-style-type: none"> <li>a. Interview.</li> <li>b. Observation.</li> <li>c. Document review.</li> </ol> </li> <li>3. Data analysis:               <ol style="list-style-type: none"> <li>a. Data condensation.</li> <li>b. Data display.</li> <li>c. Drawing and verifying conclusions.</li> </ol> </li> <li>4. Validation of the data: Triangulation techniques.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the purpose of teaching reading comprehension through Preview, Question, Read, Summary and Test (PQRST) strategy?</li> <li>2. What is the material of teaching reading comprehension through Preview, Question, Read, Summary and Test (PQRST) strategy?</li> <li>3. What are the steps of teaching reading comprehension through Preview, Question, Read, Summary and Test (PQRST) strategy?</li> <li>4. What is the evaluation of teaching reading</li> </ol>
	Preview, Question, Read, Summary and Test (PQRST) Strategy	<ol style="list-style-type: none"> <li>1. The definition of Preview, Question, Read, Summary and Test (PQRST) Strategy</li> <li>2. The steps of</li> </ol>			

Title	Variable	Indicators	Source of Data	Research Method	Research Problem
		Preview, Question, Read, Summary and Test (PQRST) Strategy. 3. The advantages of Preview, Question, Read, Summary and Test (PQRST) Strategy. 4. The disadvantages of Preview, Question, Read, Summary and Test (PQRST) Strategy.	Raudlatul Ulum. c. The data of students at the second grade. d. Lesson Plans.		comprehension Preview, Question, Read, Summary and Test (PQRST) strategy?

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## Appendix 2

### SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII / 1-2 (Ganjil & Genap)  
 Tahun Pelajaran : 2023/2024

#### Standar Kompetensi (KI)

- KI-1 dan KI-2** : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja,	<ul style="list-style-type: none"> <li>Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman</li> <li>Struktur Teks - Memulai</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris</li> <li>Mengidentifikasi ungkapan yang digunakan untuk menghargai kinerja</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> </ul>	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>- Menanggapi (diharapkan/di luar dugaan)</li> <li>• Unsur Kebahasaan</li> <li>- Ungkapan a.l.</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi ungkapan yang digunakan untuk meminta dan mengungkapkan pendapat dalam bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>benar</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>Melakukan refleksi tentang proses dan</li> </ul>		<p>When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</p> <ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan</li> </ul>	<ul style="list-style-type: none"> <li>• Melakukan tindak tutur ungkapan meminta perhatian, mengecek pemahaman dalam bahasa Inggris dengan percaya diri</li> <li>• Melakukan tindak tutur ungkapan menghargai kinerja dalam bahasa Inggris dengan percaya diri</li> <li>• Melakukan percakapan interpersonal dengan menggunakan ungkapan mengajukan pendapat melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>				

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	pendapat yang dapat menumbuhkan perilaku yang termuat di KI			hasil belajar			
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i> )	<ul style="list-style-type: none"> <li>Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya .</li> <li>Struktur teks <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>Unsur kebahasaan <ul style="list-style-type: none"> <li>Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>.</li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Menentukan tujuan komunikatif teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan</li> <li>Mengidentifikasi struktur teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan</li> <li>Mengidentifikasi unsur kebahasaan dalam teks</li> <li>Mengidentifikasi ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar</li> <li>Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait		<ul style="list-style-type: none"> <li>Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan kemampuan</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> </ul>				<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>dan kemauan, melakukan suatu tindakan dalam bentuk tulisan</li> <li>• Menggunakan ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.</li> </ul>	<ul style="list-style-type: none"> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu</li> <li>- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		guru	o
3.3 Menerapkan fungsi sosial, struktur teks, dan	<ul style="list-style-type: none"> <li>• Fungsi sosial Menyuruh,</li> </ul>	<ul style="list-style-type: none"> <li>• Menentukan tujuan komunikatif teks</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan</li> </ul>	12 JP	❖ Buku Penunjan	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)</p>	<p>melarang, dan menghimbau.</p> <ul style="list-style-type: none"> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan keharusan, larangan, himbauan</li> </ul> </li> </ul>	<p>ungkapan keharusan, larangan dan himbauan</p> <ul style="list-style-type: none"> <li>• Mengidentifikasi struktur teks ungkapan keharusan, larangan dan himbauan</li> <li>• Mengidentifikasi unsur kebahasaan dalam teks</li> <li>• Mengidentifikasi ungkapan keharusan, larangan dan himbauan dari orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> </ul> <p>Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan</p>		<p>g Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</p> <ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dengan modal <i>must, (don't) have to..., should,</i></p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks mengungkapkan keharusan, larangan dan himbauan dalam bentuk tulisan</li> <li>• Menggunakan ungkapan keharusan, larangan dan himbauan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan</p>		<ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	<ul style="list-style-type: none"> <li>• Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>bentuk tulisan maupun lisan.</p>		<p>tindakan-tindakan tertentu</p> <ul style="list-style-type: none"> <li>- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
<p>3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi ungkapan yang digunakan untuk ungkapan menyuruh dalam bahasa Inggris</li> <li>• Mengidentifikasi ungkapan yang digunakan untuk mengajak</li> <li>• Mengidentifikasi ungkapan yang digunakan untuk meminta ijin dalam bahasa</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> </ul>	<p>12 JP</p>	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
penggunaannya	luar dugaan) • Unsur Kebahasaan - Ungkapan a.1 <i>let's ..., can you ..., would you like ..., may I, please.</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 • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak,	Inggris • Melakukan tindak tutur menyuruh dalam bahasa inggris dengan percaya diri • Melakukan tindak tutur ungkapan mengajak dalam bahasa inggris dengan percaya diri • Melakukan percakapan interpersonal dengan menggunakan ungkapan meminta ijin melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri	diri • Kerja sama • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar		English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks							

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI						
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>Struktur Teks Teks <i>greeting card</i> dapat mencakup               <ul style="list-style-type: none"> <li>Identifikasi (nama peristiwa, hari istimewa)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk hari spesial tertentu</li> <li>Mengidentifikasi ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk event lain</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerjasama</li> </ul>	<ul style="list-style-type: none"> <li>Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu</li> <li>Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar</li> <li>Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i></li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>
4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> <li>Ungkapan khusus yang relevan</li> <li>Gambar, hiasan, komposisi warna</li> <li>Unsur Kebahasaan               <ul style="list-style-type: none"> <li>Ungkapan a.l.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Membuat greeting card terkait hari istimewa yang relevan dengan peserta didik saat itu.</li> <li>Menyajikan penilaian dari hasil identifikasi perbedaan dan persamaan greeting card</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerjasama</li> </ul>	<ul style="list-style-type: none"> <li>Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i></li> </ul>		<ul style="list-style-type: none"> <li>Kelas VIII, Kemendikbud, Revisi</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	<p><i>Congratulations. Well done. Good job.</i>, dll.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>		sama	<p>untuk event lain</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya</li> <li>- Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu.</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		guru	
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai	<ul style="list-style-type: none"> <li>• Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi kalimat menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>• Mengidentifikasi keberadaan orang, benda,</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah,</li> </ul>	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i> )	(diharapkan/di luar dugaan) <ul style="list-style-type: none"> <li>Unsur Kebahasaan <ul style="list-style-type: none"> <li>Ungkapan dengan <i>There is/are</i></li> <li>Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>.</li> <li>Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah,</li> </ul>	<p>binatang dan jumlahnya dari teks pendek tentang situasi suatu tempat</p> <ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> <li>Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> <li>Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar</li> <li>Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks</li> </ul>	<p>diri</p> <ul style="list-style-type: none"> <li>Kerjasama</li> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerjakeras</li> <li>Percayadiri</li> <li>Kerjasama</li> </ul>	<p>sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</li> <li>Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-</li> </ul>		<p>English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</p> <ul style="list-style-type: none"> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks							

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI			kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya			
3.7 Menerapkan fungsi sosial, struktur teks, dan	<ul style="list-style-type: none"> <li>Fungsi sosial Menjelaskan,</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan-ungkapan yang</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak dan menirukan</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku Penunjan</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</p>	<p>mendeskrripsikan</p> <ul style="list-style-type: none"> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam <i>Simple Present Tense</i>.</li> <li>- Adverbia: <i>always, often, sometimes, never, usually, every</i></li> </ul> </li> </ul>	<p>menunjukkan kejadian rutin dalam teks</p> <ul style="list-style-type: none"> <li>• Mengidentifikasi kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>• Mengidentifikasi kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</li> <li>• Mengidentifikasi informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> </ul>	<ul style="list-style-type: none"> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> <li>- Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks</li> </ul>		<p>g Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</p> <ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum,</p>	<ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>	<ul style="list-style-type: none"> <li>• Membuat teks-teks pendek dan sederhana tentang tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> <li>• Melakukan percakapan tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja</li> </ul>			<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>		<p>sama</p>	<p>pada konteks lain</p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</li> <li>- Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
				<p>menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
<p>3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, mendeskripsikan</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i></li> <li>- Adverbia: <i>now</i></li> <li>- Nomina</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menyebutkan kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> <li>• Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> <li>• Menyebutkan tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka dengan ucapan dan tekanan kata yang benar</li> <li>• Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>Mengidentifikasi ungkapan-ungkapan yang</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</li> <li>❖ Kamus</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>pada tampilan visual (a.l. gambar, video)</p> <ul style="list-style-type: none"> <li>• Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>menunjukkan kejadian yang sedang terjadi</p> <ul style="list-style-type: none"> <li>- Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka</li> <li>- Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)</li> <li>- Membuat teks pendek berdasarkan tampilan visual lainnya</li> </ul> <p>Saling menyimak dan bertanya jawab</p>		<p>Bahasa Inggris</p> <ul style="list-style-type: none"> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
				tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya			
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i> )	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi.</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kalimat perbandingan positif, komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ..., the</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Membandingkan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>• Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.</li> <li>• Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>• Mengajukan pertanyaan dan jawaban terkait perbandingan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>- Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</li> <li>❖ Kamus Bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<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><i>most ...</i></p> <ul style="list-style-type: none"> <li>- Perbandingan jumlah: <i>more, fewer, less</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>• Mengajukan pertanyaan dan jawaban tentang teks masing-masing dengan teman-temannya</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>lisan.</p> <ul style="list-style-type: none"> <li>- Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>- Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> <li>- Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>Saling menyimak dan</li> </ul>		<ul style="list-style-type: none"> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
				bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya			
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/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple	<ul style="list-style-type: none"> <li>• Fungsi sosial Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam bentuk</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana</li> <li>• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>• Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau</li> <li>- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</li> <li>❖ Kamus Bahasa</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>past tense)</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><i>Simple Past Tense</i></p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di waktu lampau yang pernah dialami</li> <li>• Mempresentasikan, teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>dan tanda baca yang benar</p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</li> <li>- Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan</li> </ul>		<p>Inggris</p> <ul style="list-style-type: none"> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
				teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya			
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>Fungsi sosial Melaporkan, mengambil teladan, membanggakan</li> <li>Struktur teks Dapat mencakup <ul style="list-style-type: none"> <li>orientasi</li> <li>urutan kejadian/kegiatan</li> <li>orientasi ulang</li> </ul> </li> <li>Unsur kebahasaan <ul style="list-style-type: none"> <li>Kalimat deklaratif dan interogatif dalam <i>Simple</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi teks recount tentang pengalaman pribadi seseorang</li> <li>Menceritakan kejadian, kegiatan yang dialami secara kronologis</li> <li>Menggunakan bagan alir untuk mempelajari alur cerita</li> <li>Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang</li> <li>Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis</li> <li>Menggunakan bagan alir untuk mempelajari alur cerita</li> </ul>	20 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>
4.11. Teks recount 4.11.1 Menangkap makna secara kontekstual		<ul style="list-style-type: none"> <li>Menuliskan teks-teks pendek dengan tulisan</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> </ul>				<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>Past tense</i></p> <ul style="list-style-type: none"> <li>- Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya.</li> <li>- Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>	<p>tangan tentang pengalaman pribadi yang didektekan oleh guru</p> <ul style="list-style-type: none"> <li>• Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau</li> <li>• Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> </ul>	<ul style="list-style-type: none"> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan.</li> <li>- Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>- Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasi</li> </ul>		<ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• an</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>



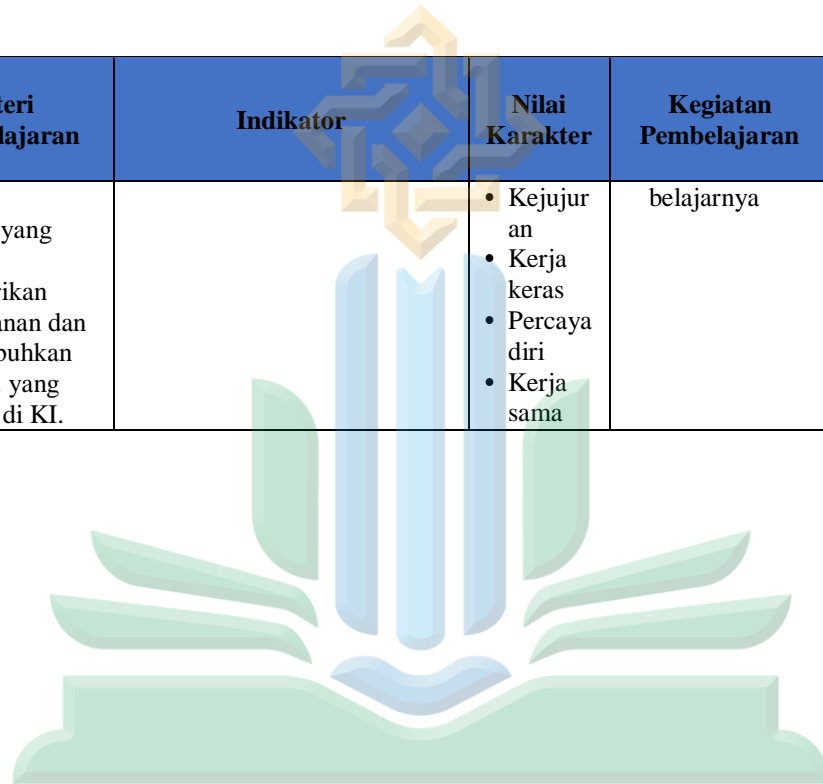
Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	<ul style="list-style-type: none"> <li>• Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>			<p>kan, menyimak dan bertanya jawab tentang teks masing-masing dengan temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
<p>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</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.</li> <li>• Struktur text Dapat mencakup: <ul style="list-style-type: none"> <li>- Judul atau tujuan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>• Menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menyimak untuk menemukan perbedaan dan</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell,</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>penggunaannya</p> <p>4.12. Teks pesan singkat dan pengumuman/pemberitahuan (notice)</p> <p>4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (notice) 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 (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>pengumuman</p> <ul style="list-style-type: none"> <li>- Informasi rinci yang diumumkan</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Kegiatan, kejadian, peristiwa, dan</li> </ul>	<ul style="list-style-type: none"> <li>• Mempresentasikan hasil analisis tentang perbedaan dan persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>• Membuat pengumuman/pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</p> <ul style="list-style-type: none"> <li>- Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Membuat pengumuman/pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di</li> </ul>		<p>Kelas VIII, Kemendikbud, Revisi</p> <ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI <ul style="list-style-type: none"> <li>Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik.</li> </ul>			dinding kelas <ul style="list-style-type: none"> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> <li>Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>Unsur kebahasaan <ul style="list-style-type: none"> <li>Kosa kata dan tata bahasa dalam lirik lagu</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Menirukan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan</li> <li>Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>Melakukan refleksi tentang proses dan hasil</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu		<ul style="list-style-type: none"> <li>Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> </ul>	<ul style="list-style-type: none"> <li>Melakukan refleksi tentang proses dan hasil</li> </ul>			<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.</li> </ul>		<ul style="list-style-type: none"> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	belajarnya		<ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• rja</li> <li>• Portofolio</li> </ul>



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## Appendix 3

### Research Instrument

#### A. Observation Instrument

1. Geographic condition of MTs Raudlatul Ulum Jember
2. The Implementation of teaching reading comprehension through Preview, Question, Read, Summary and Test (PQRST) strategy at the second grade of MTs Raudlatul Ulum Jember academic year of 2023/2024

#### B. Interview instrument

1. With the strategy used, what are the goals obtained when teaching using the PQRST strategy?
2. Then what material is used when teaching using the PQRST strategy?
3. When using the PQRST strategy in teaching, what are the steps used?
4. The last question, how is the evaluation carried out for teaching using the PQRST strategy?

#### C. Document Review Instrument

1. Profile of MTs Raudlatul Ulum Jember
2. Vision and mission of MTs Raudlatul Ulum Jember
3. The data of students at the second grade of MTs Raudlatul Ulum Jember
4. The lesson plan

## Appendix 4

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTs Raudlatul Ulum Jember
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII
Materi	: Narrative Text (Malin Kundang)
Alokasi Waktu	: 2 x 40 menit
Fokus Pembelajaran	: Reading Skill

#### A. Kompetensi Inti

**KI-1 dan KI-2** : Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai serta menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam interaksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional.

**KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI-4** : Menunjukkan keterampilan menalar, mengolah dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
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/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	<p><b>3.10.1</b> Mengidentifikasi fungsi sosial dari Teks Naratif yang melibatkan tindakan memberi dan meminta informasi terkait kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya dengan menggunakan Simple Past Tense.</p> <p><b>3.10.2</b> Mengidentifikasi struktur dari Teks Naratif yang melibatkan tindakan memberi dan meminta informasi terkait kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya dengan menggunakan Simple Past Tense.</p> <p><b>3.10.3</b> Menganalisis unsur kebahasaan dari Teks Naratif menggunakan Simple Past Tense</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,	<p><b>4.10.1</b> Menyusun / membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di waktu lampau dari Teks Naratif dengan menggunakan Simple Past Tense</p>

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	

### C. Tujuan Pembelajaran

**3.10.1** Siswa dapat mengidentifikasi fungsi sosial dari Teks Naratif yang melibatkan tindakan memberi dan meminta informasi terkait kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya dengan menggunakan Simple Past Tense.

**3.10.2** Siswa dapat mengidentifikasi struktur dari Teks Naratif yang melibatkan tindakan memberi dan meminta informasi terkait kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya dengan menggunakan Simple Past Tense.

**3.10.3** Siswa dapat menganalisis unsur kebahasaan dari Teks Naratif menggunakan Simple Past Tense

**4.10.1** Siswa dapat menyusun / membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di waktu lampau dari Teks Naratif dengan menggunakan Simple Past Tense

### D. Media/Alat, Strategi dan Sumber Belajar

1) **Media/Alat** : Worksheet, Spidol, Papan tulis

2) **Strategi** : Strategi PQRS (Preview, Question, Read, Summary, Test)

3) **Sumber Belajar:**

- a. I Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi
- b. Kamus Bahasa Inggris
- c. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris: ThinkLocally ActGlobally. Jakarta
- d. Buku referensi: Zaida, Nur, 2018, Bright An English Course for Junior HighSchoolStudents for Grade 8, Jakarta: Penerbit Erlangga.
- e. <https://teachingenglish4all.wordpress.com/2010/07/02/narrative-text-inteaching-english/>

- f. Dongeng burung merpati dan semut  
[https://youtu.be/e3t9o5ro\\_mQ?feature=shared](https://youtu.be/e3t9o5ro_mQ?feature=shared)
- g. <https://www.nurdiono.com/kinds-of-narrative-text.html> 6.
- h. [https://www.academia.edu/31318011/Definition\\_Purpose\\_Feature\\_Narrative](https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative)
- i. [www.ilmubahasainggris.com](http://www.ilmubahasainggris.com)
- j. [Materi Narrative Text, beserta Contoh Teks, dan Soal Latihan - Jagoan Bahasa Inggris](#)

#### E. Materi Pembelajaran

### NARRATIVE TEXT

Narrative text adalah cerita fiksi atau cerita karangan yang dibuat untuk menghibur pembaca. Narrative text biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksi lainnya. Narrative text terdiri dari kejadian berurutan yang mengarah ke dalam suatu klimaks, dan akhirnya menemukan penyelesaian. Narrative text bertujuan untuk menghibur pembaca / pendengar.

#### 1. Generic Structure of Narrative Text

Narrative Text memiliki 3 susunan struktur seperti ini:

- **Orientation**

Bagian orientation berisi tentang pembukaan cerita yang mengandung pengenalan tokoh, pengenalan latar belakang waktu dan tempat dari cerita. Pokoknya bagian ini mengandung bagian umum dari cerita yang mencakup apa, siapa, kapan, dan dimana cerita tersebut diceritakan.

- **Complication**

Pada bagian ini, sang tokoh utama mulai mengalami konflik dalam kehidupannya dan sang pemeran utama harus menyelesaikan konflik-konflik tersebut.

- **Resolution**

Bagian resolution adalah bagian cerita akhir (ending). Pada bagian ini semua masalah sudah harus terselesaikan oleh sang tokoh utama. Dalam bagian resolution juga biasanya terdapat pesan moral atau moral value



atau nasihat yang bisa kita ambil dari cerita tersebut. Moral value pada ending sebuah narrative text disebut dengan Coda.

## 2. Penggunaan Grammar dalam Narrative Text

Dalam Narrative text biasanya menggunakan bentuk lampau atau Past, karena cerita ini merupakan cerita karangan atau fiksi. Bentuk tenses bisa menggunakan past perfect, past continuous, past perfect continuous, atau bisa saja past future perfect continuous. Semua aturan ini tidak harus dijadikan sebagai acuan karena tenses itu mengacu kepada kondisi dan situasi kalimat.

## 3. Ciri - Ciri Narrative Text

- Menggunakan Action Verb dalam bentuk Past Tense. Misalnya : Walked, Said, Wondered, dsb.
- Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya : the princess, the girl, the queen, dsb.
- Menggunakan adjective yang membentuk satu kesatuan noun phrase. Misalnya : The red riding hood, the poisoned apple, dsb.
- Menggunakan Time Connectives dan Conjunction untuk mengurutkan kejadian-kejadian. Misalnya : before, after, then, next, soon, dsb.
- Menggunakan Adverbs dan Adverbial Phrase untuk menunjukkan lokasi kejadian atau peristiwa. Misalnya : on the sea, in the mountain, there, happily ever after, dsb.

Contoh Teks Naratif :

### Malin Kundang



Once upon a time, there was a poor woman who had lost her husband, but had a son named Malin Kundang. One day, Malin Kundang sailed away. Ever since leaving, his mother went

to the shore every day, waiting for him to return.

After years, her waiting came to an end when a luxurious ship docked at the shore. A young couple in extravagant clothes stepped down from the ship. Malin's mother was sure that the young man was her son. She tried to embrace him, but he avoided her. He didn't admit the woman was his mother.

Being denied and humiliated, Malin's mother cursed her son. Instantly, the luxurious ship was struck by a hurricane and her cursed son turned into a rock.

### EXERCISE !

Read the text below carefully and choose the answer between A, B, C, D, or E!

Text below is for question number 1-5

### CINDERELLA



Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach (kereta), two horses and footmen. She also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off

at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

1. What is the purpose of the text above?
    - a. To tell us how to write a story
    - b. To inform what happened in the past
    - c. To give a description of a beautiful girl
    - d. To retell about Cinderella's experience/memory
    - e. To entertain readers with an actual, or vicarious experience
  2. What was there at the palace one day?
    - a. A game
    - b. A birthday party
    - c. Glass slippers
    - d. A ball
    - e. Crown part
  3. Why did the king hold the event at his palace?
    - a. To celebrate his birthday
    - b. To entertain his people
    - c. To celebrate his wedding
    - d. To show give amusement to his guests.
    - e. To find his crown prince a wife
  4. How was the end of the story?
    - a. The prince married Cinderella.
    - b. The king gave the kingdom to Cinderella.
    - c. Cinderella was killed by her step mother.
    - d. Cinderella was betrayed by the king.
    - e. The prince turned into a horse forever.
  5. "She also gave Cinderella a lovely dress...." (Paragraph 4). The underlined word has the same meaning with .....
- a. Boring
  - c. Polite
  - e. Pretty
  - b. honest
  - d. Loyal

## F. Kegiatan Pembelajaran

Langkah – langkah			Alokasi Waktu
Pendahuluan	Orientasi	<ul style="list-style-type: none"> <li>Guru memberi salam kepada siswa</li> <li>Siswa menjawab sapaan guru</li> <li>Salah satu perwakilan kelas memimpin doa</li> <li>Guru memeriksa kehadiran siswa</li> </ul>	10 menit
	Apersepsi	<ul style="list-style-type: none"> <li>Guru memberi pertanyaan apakah mereka suka menonton film/membaca buku dongeng/ mendengar story telling?</li> <li>Guru bertanya kepada siswa tentang pemahaman pribadi mereka terhadap teks naratif</li> </ul>	
	Motivasi	<ul style="list-style-type: none"> <li>Memberi tahu siswa tentang manfaat pembelajaran teks naratif</li> </ul>	
	Penyediaan Referensi	<ul style="list-style-type: none"> <li>Guru menyampaikan KI, KD, indikator pencapaian kompetensi, tujuan pembelajaran, dan KKM kepada siswa.</li> </ul>	
Kegiatan Inti	Literasi	<ul style="list-style-type: none"> <li>Siswa diberi motivasi dan panduan untuk melihat, mengamati, membaca teks naratif berjudul “Malin Kundang” yang telah diberikan oleh guru (tahap Preview)</li> </ul>	60 menit
	Critical Thinking (Berpikir Kritis)	<ul style="list-style-type: none"> <li>Siswa mengajukan pertanyaan berdasarkan dari bacaan yang telah diolah pada tahap preview untuk mengetahui seberapa jauh pemahaman siswa mengenai Narrative Text berjudul “Malin Kundang” (tahap Question)</li> <li>Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi</li> <li>Siswa diminta untuk membaca teks naratif berjudul “Malin Kundang” yang sudah diberikan dengan cara</li> </ul>	

Langkah – langkah		Alokasi Waktu
		<i>skimming, skipping atau scanning</i> (tahap Read)
	Kolaborasi	<ul style="list-style-type: none"> <li>Siswa dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Narrative Text berjudul “Malin Kundang” yang telah diberikan oleh guru</li> </ul>
	Komunikasi	<ul style="list-style-type: none"> <li>Siswa membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Teks Naratif berjudul “Malin Kundang” bersama kelompoknya. (Tahap Summary)</li> <li>Siswa mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan. (Tahap Test)</li> </ul>
	Kreatifitas	<ul style="list-style-type: none"> <li>Siswa kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> <li>Guru memberikan tugas kepada siswa untuk mempersiapkan materi minggu depan.</li> </ul>
<b>Penutup</b>		<ul style="list-style-type: none"> <li>Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran.</li> <li>Siswa dan guru menarik kesimpulan dari hasil kegiatan pembelajaran.</li> <li>Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan kepada kelompok yang berprestasi.</li> <li>Menugaskan siswa untuk terus mencari informasi kemanapun berkaitan dengan materi/pelajaran yang sedang atau akan dipelajari.</li> <li>Guru menyampaikan materi pembelajaran selanjutnya.</li> <li>Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>
		<b>10 menit</b>

## G. Penilaian Hasil Pembelajaran

### 1. Penilaian sikap spiritual dan sosial

#### Rubric Penilaian Sikap Jujur Peserta Didik

No.	Aspek Pengamatan
1.	Tidak nyontek dalam mengerjakan ujian/ulangan/tugas
2.	Tidak melakukan plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas
3.	Mengungkapkan perasaan terhadap sesuatu apa adanya
4.	Melaporkan data atau informasi apa adanya
5.	Mengakui kesalahan atau kekurangan yang dimiliki

Petunjuk:

Lembaran ini diisi oleh guru untuk menilai sikap sosial peserta didik dalam bersikap jujur. Berilah tanda cek (v) pada kolom skor sesuai sikap jujur yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut:

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

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### 2. Daftar nama peserta didik untuk penilaian sikap jujur

NO.	NAMA SISWA	PENILAIAN			
		1	2	3	4
1.	AHMAD EFFENDI				
2.	AINUL FAIZIN MAULANA				
3.	ALIFTA AININ QOLBI				
4.	ALINDA				
5.	DIRRA ELNEFISAH				
6.	FAHRIS ROMADHONI				
7.	FAHRIZAL				

NO.	NAMA SISWA	PENILAIAN			
		1	2	3	4
8.	FITRIANTI				
9.	HABIBATUL MAGHFIROH				
10.	MOCHAMMAD FATURROZI				
11.	MOHAMMAD RAYHANU DIANSYAH				
12.	MUHAMMAD ALFA ROBI				
13.	MUHAMMAD BAGAS				
14.	MUHAMMAD FAREL				
15.	MUHAMMAD REFI FEBRIAN				
16.	MUHAMMAD SAHET ANDREANSYAH				
17.	NAYLA				
18.	RENATA SISILIA PUTRI				
19.	RIFKI AFANDI				
20.	ROSIDA				
21.	RYAN WIDAD HABIBILLAH				
22.	SETIA HANI PUTRI AGUSTIN				
23.	SITI ALFU LAYYINA				
24.	SITI ROHMAH				
25.	SITI USWATUN HASANAH				
26.	SOFYAN ABDILLAH				
27.	SURYA DARMA PUTRA				
28.	WAHBI RAMADHANI				
29.	WASILATUL ROHMAH				

3. Penilaian pengetahuan dilakukan dengan:
  - a. Soal multiple choice (lembar penilaian terlampir)

4. Kunci Jawaban

No.	Answer	Score
1.	E	20
2.	D	20
3.	E	20
4.	A	20
5.	C	20

**H. Program Tindak Lanjut**

1. Pengayaan Bagi peserta didik yang mempunyai nilai diatas 77 diberi pengayaan berupa tugas untuk mencari narrative text di google dan menuliskannya di buku tugas.
2. Remedial Peserta didik yang belum mencapai KKM 77 diberi tugas untuk mencari narrative text di google lalu di analisis fungsi social, struktur text dan unsur kebahasaanya.

Jember, 21 September 2023

Mengetahui,

Kepala MTs Raudlatul Ulum

Guru Mapel Bahasa Inggris



Ahmad Bashari, S. Pd

Rian Ardiansyah, S. Pd

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## Appendix 5

### INTERVIEW

#### Interview 1: Mr. Rian as the English teacher at the second grade of MTs Raudlatul Ulum Jember

A: Researcher

B: Mr. Rian

A : "Assalamualaikum, sir."

B : "Waalaikumussalam"

A : "May I ask for a moment of your time?"

B : "That's fine."

A : "Here, there are several things I want to ask related to teaching reading comprehension through PQRST strategy. So, can we start now?"

B : "OK, please, I will answer as best I can"

A : "First question, how is the purpose of teaching reading comprehension through PQRST strategy that you conduct in the classroom?"

B : "Actually, the problem when I teach English to second grade students is that they are not fluent in reading English texts due to their lack of vocabulary. Apart from that, they are also weak in critical thinking. Because of these problems, they are afraid and embarrassed to read texts in English in front of the class. So the class atmosphere tended to be passive because at that time I only used the lecture method in teaching. There I thought about what learning strategy would be suitable for them, and finally I found PQRST Strategy, which is where I use this learning method with the aim of helping improve students' understanding of a text, especially English text. Apart from that, the PQRST learning strategy also helps students to focus and create a sense of curiosity about a text so that they are motivated to read and find the information they want. Another aim is to involve active students in class and make students plan in reading texts through the stages in the PQRST strategy."

A : "Then, my second question is how is the material of teaching reading comprehension through PQRST strategy?"

B : "The main thing is that the book serves as a supplement to the teaching materials that I use to teach reading comprehension. I began explaining the structure of the text to its linguistic elements using narrative text material entitled Malin Kundang; I also used textbooks from the library. I occasionally use Google to find stories and sample images. The point is that it is based on the needs and abilities of the students in the class."

A : "Well, my third question is how are the steps of teaching reading comprehension through PQRST strategy?"

B : "First, I introduce the PQRST strategy to students so that they are motivated to use this strategy. Then I gave them an English text entitled Malin Kundang, and they were required to predict the contents of the reading text using the pictures and titles in the English text. Then I ask them to review the entire passage by skimming to get an idea of the main

topics. After that, I asked students to ask specific questions in their minds about the English text entitled Malin Kundang using 5W+1H. In the next step, I instruct students to read the text thoroughly while trying to answer the previous questions. Afterward, I ask students to summarize what they have read or try to remember and recite the main ideas and information. Lastly, to train their memory, I allow students to come to the front of the class and retell the English text without looking at it.”

A : Alright. How about the evaluation of teaching reading comprehension through PQRS strategy?

B : Evaluation is given in the final section before the class is closed." It is about students capturing material objectives by having them practice them and reflect on their understanding. During the evaluation period, I assigned formative assessments to my students, so I gave them reading texts and multiple-choice questions to see how well they understood the reading texts they had read. Then I ask the students to read the text together to prove my prediction. Before closing with a greeting, I go over the day's material and ask students questions again in the hopes that they will remember what they have learned. I also allow them to ask questions about anything they don't understand.”

A : “I think that all my questions. Thank you, sir.”

B : “OK.”



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## Interview 2: Focus Group Interview

A : Researcher  
B : Dira Elnafisah  
C : Habibatul Maghfiroh  
D : Uswatun Hasanah  
E : M. Fathur Rosi

A : "Assalamu'alaikum wr. wb"  
B, C, D, E : "Wa'alaikumussalam wr.wb"  
A : "How are u today?"  
B, C, D, E : "We're fine and you?"  
A : "I am fine too, thank you. OK, may you can introduce yourself first."  
B : "My name is Dira Elnafisah, you can call me Dira."  
C : "My name is Habibatul Maghfiroh, you can call me Habibah."  
D : "My name is Uswatun Hasanah, you can call me Uswah."  
E : "My name is M. Fathur Rosi, you can call me Rosi."  
A : "So here, I wanna ask you about the teaching learning that was conducted by Mr. Rian"  
B, C, D, E : "Okay miss."  
A : "In your opinion, how is the purpose of teaching reading through PQRST strategy?"  
B : "Since Mr. Rian changed his way of teaching us, I feel that I have developed more in reading English, and also the class has become more lively because Mr. Rian often teaches how to read English texts correctly, then we repeat it."  
E : "Same opinion, Miss."  
D : "We are taught to speak English in the classroom."  
C : "When Mr. Rian teaches us, I enjoy it. Mr. Riyan's method of instruction sharpens our attention to comprehending the meaning of English stories. Additionally, Mr. Riyan teaches us how to correctly read English text, which makes it easier for us to follow, so I feel more confident reading English texts fluently in class."  
A : "Next, how is the material in teaching reading through PQRST strategy?"  
B : "The material about narrative text."  
E : "The material delivered by Mr. Rian is a story about Malin Kundang. We were given a piece of paper with the reading text of a short story called Malin Kundang on it, and then we were asked to guess the story's contents based on the title. We discovered the structure of a text, as well as its characteristics and linguistic elements. Mr. Rian usually looks for stories on the internet and in textbooks."









- B : "Mr. Rian taught us the parts of the text structure with the title Malin Kundang. Mr. Rian usually uses a whiteboard to write down the important points explained earlier to make it easier to understand."
- C : "Same opinion, Miss."
- A : "OK, how are the steps teaching reading through PQRST strategy?"
- C : "Usually, Mr. Rian always starts by asking how we are and our mood, after that pray and checklist presence, then he gives us a picture that is interesting to us, then we guess what the picture is and we are asked by Mr. Rian to read the text given to correct what is in our mind."
- B : "Yes miss, Mr. Rian ask to guess the story based on the title and picture."
- D : "Yes miss like that."
- E : "I felt excited when Mr. Rian came to class, because there is definitely something interesting to teach, usually in the form of pictures and reading English text, then we guess and read with enthusiasm, in my opinion he teaches us in very detail so that we can understand the content in the English text given by Mr. Rian."
- A : "And how about the evaluation teaching reading comprehension through PQRST strategy?"
- C : "After Mr. Rian asked us to read, we were given multiple-choice questions about the reading. Mr. Rian always tries to make us understand with clear explanations, and if we do not understand his orders before class ends, Mr. Rian always asks what we do not understand."
- B : "Ya, Mr. Rian always ask what we do not understand."
- E : "Mr. Rian always asks us before closing class about what materials we get and what difficulties we encounter in today's lesson. Mr. Rian also assigned us multiple-choice questions to complete."
- D : "Mr. Rian gave us question."
- A : "OK, I think that all my questions for you, thanks for the time, wassalamu'alaikum wr.wb."
- B, C, D , E : "Yes miss, wa'alaikumussalam wr.wb."

## Appendix 6

### RESEARCH JOURNAL

#### RESEARCH JOURNAL

The Implementation of Teaching Reading Comprehension Through Preview, Question, Read, Summary and Test (PQRST) Strategy at The Second Grade of MTs Raudlatul Ulum Jember 2023-2024 Academic Year

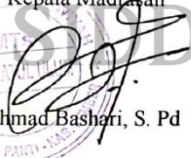
NO.	DAY/DATE	ACTIVITY	SIGNATURE
1.	21 <sup>st</sup> March 2023	The researcher do the preliminary study by conducting the observation and interview with english teacher.	
2.	14 <sup>th</sup> September 2023	The researcher confirm the research permission.	
3.	15 <sup>th</sup> September 2023	Observe the implementation of teaching reading comprehension through preview, question, read, summary and test (PQRST) strategy at the second grade of MTs Raudlatul Ulum Jember academic year 2023-2024.	
4.	21 <sup>st</sup> September 2023	Observe the implementation of teaching reading comprehension through preview, question, read, summary and test (PQRST) strategy at the second grade of MTs Raudlatul Ulum Jember academic year 2023-2024.	
5.	22 <sup>nd</sup> September 2023	Interview with english teacher about strategy that used in teaching reading comprehension.	
6.	12 <sup>nd</sup> October 2023	Interview with the students at second grade of MTs Raudlatul Ulum Jember.	
7.	13 <sup>rd</sup> October 2023	Complethe the research data and document review.	
8.	26 <sup>th</sup> October 2023	The researcher ask a letter of research finishing.	

Jember, 26 Oktober 2023

Peneliti

  
Alfadhia Naila Adiba

Kepala Madrasah

  
Ahmad Bashari, S. Pd

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JEMBER

## Appendix 7

### RESEARCH PERMISSION LETTER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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

Nomor : B-3576/ln.20/3.a/PP.009/09/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Raudlatul Ulum

Jl. Achmad Yani No.05, Glengseran, Suci, Kec. Panti, Kabupaten Jember, Jawa Timur 68153

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

NIM : T20186114  
Nama : ALFADHIA NAILA ADIBA  
Semester : Semester sebelas  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Teaching Reading Comprehension Through Preview, Question, Read, Summary and Test (PQRST) Strategy at The Second Grade of MTs Raudlatul Ulum Jember Academic Year of 2023-2024" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Ahmad Bashari, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 September 2023

Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI

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## Appendix 8

### RESEARCH FINISHING LETTER



**YAYASAN PENDIDIKAN RAUDLATUL ULUM  
MTS RAUDLATUL ULUM**

Jl. A. Yani No 05, Desa Suci Kecamatan Pantii (68153) Kabupaten Jember  
NSM. 121235090222, gmail: mtsraudlatululum99@gmail.com

**SURAT KETERANGAN**

Nomor: 13/LE.10/MTSRU/X/2023

Yang bertanda tangan dibawah ini:

Nama : Ahmad Bashari, S.Pd  
Jabatan : Kepala Madrasah  
Unit kerja : MTs Raudlatul Ulum Suci Pantii

Dengan ini menerangkan dengan sebenarnya bahwa berdasarkan Surat Permohonan izin Penelitian Nama berikut:

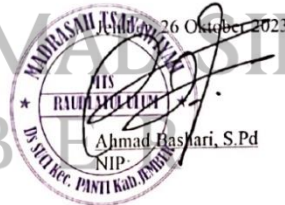
Nama : Alfadhia Naila Adiba  
Tempat/Tgl Lahir : Pasuruan, 23 Desember 2000  
Alamat : Rejoso, Pasuruan  
Jenis Kelamin : Perempuan  
NIM : T20186114  
Jurusan : Tadris Bahasa Inggris

Yang bersangkutan telah benar-benar melaksanakan kegiatan penelitian atau riset mengenai **"The Implementation of Teaching Reading Comprehension Through Preview, Question, Read, Summary and Test (PQRST) Strategy at The Second Grade of MTs Raudlatul Ulum Jember 2023-2024 Academic Year"** sejak tanggal 14 September 2023 sampai 26 Oktober 2023.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

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## Appendix 9

### TURN IT IN CHECKER

V



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KIAI HAJI ACHMAD SIDDIQ JEMBER  
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136  
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
Website: www.uinkhas.ac.id

#### SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : ALFADHIA NAILA ADIBA  
NIM : T20186114  
Program Studi : TADRIS BAHASA INGGRIS  
Judul Karya Ilmiah : The Implementation of Teaching Reading Comprehension Through Preview, Question, Read, Summary Test (PQRST) Strategy at The Second Grade of MTs Raudlatul Ulum Jember 2023-2024 Academic Year

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (11%)

1. BAB I : 13 %
2. BAB II : 1 %
3. BAB III : 25 %
4. BAB IV : 16 %
5. BAB V : 0 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

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JEMBER

Jember, 27 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.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.



## Appendix 10

### DOCUMENT REVIEW

#### a. Profile of Mts Raudlatul Ulum



#### Identitas Satuan Pendidikan

Nama	MTSS RAUDLATUL ULUM
NPSN	69886229
Alamat	Jl. A. Yani No. 05
Kode Pos	
Desa / Kelurahan	Suci
Kecamatan / Kota (LN)	Kec. Panti
Kab. / Kota / Negara (LN)	Kab. Jember
Provinsi / Luar Negeri	Jawa Timur
Status Sekolah	swasta
Waktu Penyelenggaraan	- / - hari
Jenjang Pendidikan	MTs

## Dokumen dan Perizinan

Naungan	Kementerian Agama
No. SK. Pendirian	MTsS Raudlatul Ulum
Tanggal. SK. Pendirian	2014-10-28
No. SK. Operasional	MTsS Raudlatul Ulum
Tanggal SK. Operasional	2016-08-02
File SK Operasional	258354-153959-414952-138660119-91609780.pdf
Akreditasi	C
No. SK. Akreditasi	164/BAP-S/M/SK/XI/2017
Tanggal SK. Akreditasi	17-11-2017
No. Sertifikasi ISO	

## b. Geographic Condition of MTs Raudlatul Ulum



### c. Data of Teachers at MTs Raudlatul Ulum Jember

NO	NAMA	L/P	TTL	PENDIDIKAN
2	AHMAD BASHARI	L	Jember,10 April 1983	Sarjana (S1)
3	FERI PERMANA AJI	L	Jember,02 Februari 1988	Sarjana (S1)
4	WAHYU KUSUMA WARDANI	P	Jember,17 November 1991	Sarjana (S1)
5	RIFATUL ULYA	P	Jember,08 Juni 1992	Sarjana (S1)
6	SITI KIPTIYATUL LATIFAH	P	Jember,02 Oktober 1994	Sarjana (S1)
7	SUGENG HARIYANTO	L	Jember,10 Maret 1993	Sarjana (S1)
8	SUSIYANITA	P	Jember,14 Mei 1989	Sarjana (S1)
9	M. ROSYID,S.Sos.I	P	Jember,31 Januari 1996	Sarjana (S1)
10	TAUFIQ HIDAYAT	L	Jember,12 April 1974	Sarjana (S1)
11	RIAN ARDIANSYAH	L	Jember, 26 Februari 1998	Sarjana (S1)

### d. Data of Second Grade Students at MTs Raudlatul Ulum Jember

No	Nama Lengkap	NISN	Tempat Lahir	Tanggal Lahir	Umur	Jenis Kelamin	Alamat	Nama Ayah Kandung	Nama Ibu Kandung
1	DIRRA ELNEFISAH	3104361023	JEMBER	2010-03-18	14	Perempuan	Jl. A. YANI NO. 05 GAPLEK - SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	AHMAD BASHARI	NURAINI
2	AHMAD EPENDI	3095321075	JEMBER	2009-04-14	14	Laki-laki	Jl. A. YANI NO. 05 GAPLEK SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	ABOURROHMAN	ASTUTIK
3	WASILATUL ROHMAH	3103637766	JEMBER	2010-03-21	13	Perempuan	Jl. A. Yani o.05 Gaplek Suci Suci, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	JUNAIDI	JUANI
4	MUHAMAD SAHET ANDREANSYAH	3098944426	JEMBER	2009-11-17	14	Laki-laki	Dusun Gaplek RT. 001 RW. 011 SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	SYAFI'I	DEWI SRI WAHYUNI
5	SETIA HANI PUTRI AGUSTIN	3092897187	JEMBER	2009-06-17	14	Perempuan	Dusun Glangseran RT. 001 RW. 008 SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	SARIYANTO	WARNI
6	WAHBI RAMADHANI	3098466353	JEMBER	2009-09-03	14	Laki-laki	Jl. A. YAN NO. 05 GAPLEK SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	M. MUKHLIS	SITISHOLEHATUL QOMARIYAH
7	ROSIDA	3093325893	JEMBER	2009-02-14	15	Perempuan	Dusun Gaplek RT. 003 RW. 013 SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	AHMAD ZAINI	SITI SUKARSIH
8	FAHRIZAL	3082162956	JEMBER	2008-07-06	15	Laki-laki	Jl. A. YANI NO. 05 GAPLEK SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	A. BUHASAN	KASIYATI
9	FITRIANTI	3088951331	JEMBER	2008-10-01	15	Perempuan	Jl. A. YANI NO. 05 GAPLEK - SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	SAMSURI	PONIYEM
10	ALIFTA AININ QOLBI	3084529117	JEMBER	2008-09-23	15	Perempuan	Jl. A. YANI NO. 05 GAPLEK - SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68161, 68161	MUHAMMAD MISRAN	SITI FATIMAH
11	SURYA DARMA PUTRA	3106463453	JEMBER	2010-12-16	13	Laki-laki	Jl. A. YANI NO. 05 GAPLEK SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	SUTOMO	WATIK
12	FAHRIS ROMADONI	3090896504	JEMBER	2009-09-19	14	Laki-laki	Jl. A. Yani no. 05 gaplek - suci suci, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	EDI PURNOMO	MUSYANAH
13	RYAN WIDAD HABIBILLAH	3104909754	JEMBER	2010-01-18	14	Laki-laki	Dusun Gaplek RT. 001 RW. 012 SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	ABDULLAH YAQIN	RELIN DYAWATI PRATIWI
14	MOCH. FATURROZI	3091009102	JEMBER	2009-03-30	14	Laki-laki	Jl. A. YANI NO. 05 GAPLEK SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	SARIMAN	AMINAH

15	HABIBATUL MAGFIROH	0095953764	JEMBER	2009-11-04	14	Perempuan	Jl. A. Yani No. 05 Gaplek suci SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	SOLIHIN	ERNA ERAWATI
16	AINUL FAZIN MAULANA	0107454868	JEMBER	2010-09-20	13	Laki-laki	Jl. A. Yani No. 05 Gaplek Suci SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	MULYONO	MIATIN
17	MUHAMMAD BAGAS	0097331193	BONDOWOSO	2009-08-11	14	Laki-laki	JL. YANI NO. 05 GAPLEK SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	BURHANUDIN	YUIANTINI
18	MUHAMMAD FAREL	0103958907	JEMBER	2010-06-20	13	Laki-laki	Jl. A. Yani No. 05 SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	UNTUNG	SITI MARYANI
19	RIFKI AFANDI	0103404678	JEMBER	2010-04-17	13	Laki-laki	Jl. A. Yani No. 05 Gaplek Suci SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	AHMAT	SUHEMI
20	SITI USWATUN HASANAH	0106167319	JEMBER	2010-12-15	13	Perempuan	Jl. A. Yani No. 05 SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	YAHUDI	JUMAATI
21	RENATA SISILIA PUTRI	0097421007	JEMBER	2009-03-31	14	Perempuan	Jl. A. YANI NO.05 GAPLEK SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	MOHAMAD ALI	SITI ASTUTIK
22	MUHAMMAD REFI FEBRIAN	0096428254	JEMBER	2009-02-11	15	Laki-laki	JL. A. YANI NO. 05 GAPLEK SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	-	HOLIFATUL HASANAH
23	SOFYAN ABDILLAH	0107851577	PAMEKASAN	2010-04-02	13	Laki-laki	JL. A. YANI NO. 05 GAPLEK-SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	-	ASMANI
24	SITI ALFU LAYYINA	0101700731	JEMBER	2010-03-28	13	Perempuan	JL. A. YANI NO. 05 GAPLEK - SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	-	RODATULJANNAH
25	MUHAMMAD ALFA ROBI	0099335108	JEMBER	2009-07-02	14	Laki-laki	JL. A. YANI NO.05 GAPLEK SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	-	SITI
26	NAYLA	0094892808	JEMBER	2009-11-21	14	Perempuan	JL. A. YANI NO. 05 GAPLEK SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	-	SOLEHATI
27	ALINDA	0066326303	JEMBER	2006-07-01	17	Perempuan	JL. A. YANI NO. 05 GAPLEK SUCI SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	-	SULASTRI
28	SITI ROHMAH	0096204244	JEMBER	2009-11-03	14	Perempuan	Jl. A. Yani No. 05 Gaplek Suci SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	SUHRI	SULASTRI
29	MOHAMAD RAYHANU DIANSYAH	3101474195	JEMBER	2010-02-20	14	Laki-laki	Dusun Gaplek Barat RT. 003 RW. 011 SUCI, PANTI, JEMBER, JAWA TIMUR, 68153, 68153	ARIIWANTO	SURIYATI

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J E M B E R

**e. Documentation**



**The teacher explained the material**



**The researcher conducted an interview with English Teacher**





**Focus group interview**



**Students do the PQRST strategy**

## Appendix 11

### DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Alfadhia Naila Adiba  
SRN : T20186114  
Major : Tadris Bahasa Inggris  
Faculty : Tarbiyah dan Ilmu Keguruan  
Institution : UIN Khas Jember

Stated that the thesis entitled “The Implementation of Teaching Reading Comprehension Through Preview, Question, Read, Summary, Test (PQRST) Strategy at The Second Grade of MTs Raudlatul Ulum Jember 2023-2024 Academic Year” is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from other.

KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

Jember, 21 November 2023

  
METERAI  
TEMPEL  
49AKX658360689  
**Alfadhia Naila Adiba**  
NIM. T20186114

## Appendix 12

### CURRICULUM VITAE



#### 1. Personal Information

- a. Name : Alfadhia Naila Adiba
- b. SRN : T20186114
- c. Place, date of birth : Pasuruan, 23<sup>rd</sup> of December 2000
- d. Gender : Female
- e. Adress : Arjosari- Rejos- Pasuruan
- f. Faculty : Education and Teacher Learning
- g. Major : English Education Program
- h. E-mail : [alfadiyanaila@gmail.com](mailto:alfadiyanaila@gmail.com)

#### 2. Education Background

- a. Kindergarten : TK Riyadlul Ulum Bangil
- b. Elementary School : SD Islam KHA Wahid Hasyim Bangil
- c. Junior High School : MTs Negeri 1 Pasuruan
- d. Senior High School : MA Negeri 2 Pasuruan

#### 3. Organization Experience

- a. Member of ICIS UIN Khas Jember
- b. Member of PKPT IPPNU UIN Khas Jember
- c. Member of INSANI Jember