

**THE IMPLEMENTATION OF PQ4R STRATEGY TO
IMPROVE STUDENTS' READING COMPREHENSION SKILL
AT THE EIGHT GRADE OF SMPN 01 RANUYOSO
LUMAJANG IN ACADEMIC YEAR 2024-2025**

THESIS



Written By :

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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**STATE ISLAMIC UNIVERSITY
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EDUCATION AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT
MARCH 2025**

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of the requirement for Undergraduate degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
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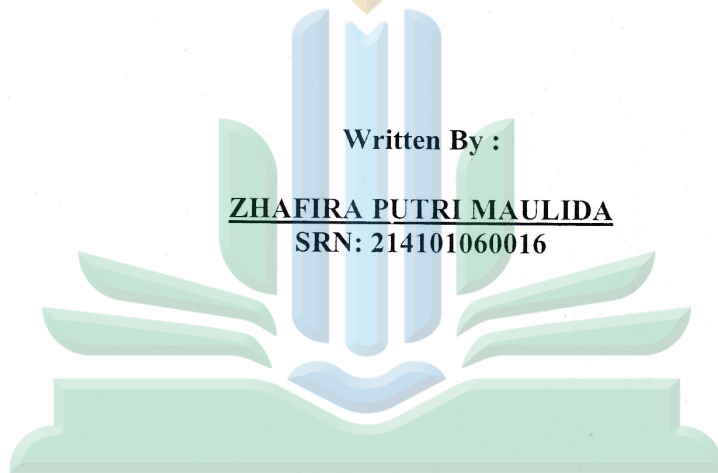
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Has been examined and approved
To fulfill the requirements of Bachelor Degree of Education (S.Pd)
Islamic Studies and Language Education Department
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English Education Program

Day and Date : Thursday, 08th May 2025

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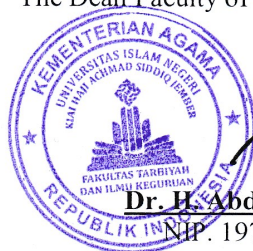

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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

"Read In The Name Of Your Lord Who Created"
(Surah Al-‘Alaq: 1) *



"My Lord, Increase Me In Knowledge."¹
(Surah Taha: 114)



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*Mustafa Khattab, Learn Quran and Hadith Alim's Unique Platform
<https://www.alim.org/quran/read-surah/96/>

¹Mustafa Khattab, Learn Quran and Hadith Alim's Unique Platform,
<https://www.alim.org/quran/read-surah/20/?qRef=114>

DEDICATION

Praise and thanks to Allah who has given all mercies and blessings. I dedicate this thesis to:

1. My dearest mom, Siti Aminah. A strong and amazing woman who has always taken care of me with endless love and strength. Thank you for your powerful prayers, your warm hugs, and the motivation you give every single day. I would not be this strong without you.
2. My beloved dad, Mochammad Bisri. You are my biggest inspiration. Thanks for teaching me how to be a strong and kind hearted woman. This degree is a small gift for all the love, support, and sacrifices you have made for me.
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4. Finally, to all my teachers, my friends and to everyone I can't mention one by one. Thanks a ton for your help, prayers, and kindness. You are all amazing. I'm so lucky to have you all. I truly appreciate every single one of you.

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In the name of allah, the most gracious and the most merciful, all praises and thanks to allah swt, who has given his blessing and help so that the writer can finish this thesis entitled the “The Implementation of PQ4R Strategy to Improve Students’ Reading Comprehension Skill at the Eight Grade of Smpn 01 Ranuyoso Lumajang” compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN KH Achmad Siddiq Jember.

In completing this thesis, the writer realized this thesis could not be separated from the help and guidance and assistance of so many participants. Therefore, the writer would like to express her gratitude to them who helped in completing this thesis

1. Prof. Dr. H. Hepni, S. Ag, M.M., as a Rector of State Islamic University of KH Ahmad Siddiq of Jember who has given opportunity for me to study in this university.
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8. Luasiana, S.S as The english teacher of SMPN 01 Ranuyoso who helped me conduct the research at school.

I realize that this thesis is far from perfect. Therefore, I welcome all comments and suggestions. Hopefully, this thesis can be useful for the readers and other researchers who need it.

Jember, March 17th 2025

Author,

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J E M B E R

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ABSTRACT

Zhafira Putri Maulida, 2025: *The Implementation Of PQ4R Strategy To Improve Students' Reading Comprehension Skill At The Eight Grade Of SMPN 01 Ranuyoso Lumajang*

Keyword : Classroom Action Research, PQ4R Method, Reading Comprehension

Reading is a vital skill in English language learning as it allows students to gain knowledge and understand written texts. However, many students at SMPN 01 Ranuyoso face difficulties in reading comprehension due to lack of motivation, and ineffective reading strategies. To address these issues, an engaging and structured method is needed. The PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy is designed to support students in comprehending texts better by involving them actively in the reading process.

This research was conducted to investigate how the implementation of the PQ4R strategy can improve students' reading comprehension skills. The main research question focused on how the PQ4R strategy is applied to enhance reading comprehension among eighth-grade students at SMPN 01 Ranuyoso Lumajang. The objective was to describe the process and impact of using PQ4R in the classroom.

This study employed Classroom Action Research (CAR), following the Kemmis and McTaggart model which includes four stages: planning, action, observation, and reflection. The research participants were the students of class VIII D and an English teacher as collaborator. Data were collected through observation and tests (pre-test and post-test) to evaluate students' reading comprehension before and after implementing the strategy.

The results showed significant improvement in students' reading comprehension. The average score increased from 55.84% in the pre-test, with only 2 students passing, to 78.08% in the post-test, with 21 students achieving the minimum score. Students became more confident, active, and better able to understand texts through the structured steps of PQ4R.

In conclusion, the PQ4R strategy proved to be effective in improving students' reading comprehension. It helped students engage with texts actively and systematically, making reading more enjoyable and meaningful. Therefore, this strategy is recommended for use in teaching reading, particularly at the junior high school level.

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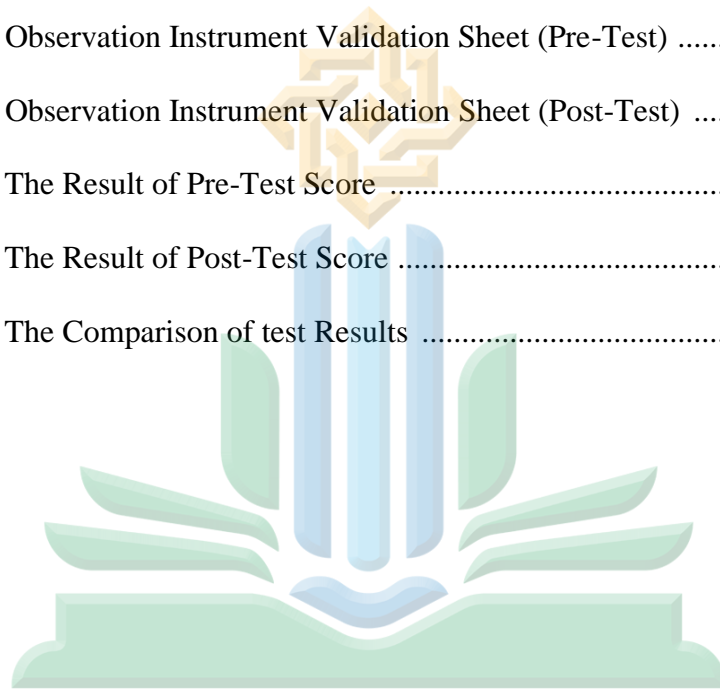
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CHAPTER I

INTRODUCTION

A. Research Background

As an international language, English is used in many international events and is used as a global language to convey information about education, science, technology, culture, etc. Realizing the importance of language, the Indonesian government considers English as the first foreign language and it is one of the compulsory subjects to be taught in junior high school in Indonesia. Although English was taught as the first foreign language, but the result was less than expected. This is based on the fact that although people have learned English since primary school, they still have difficulty understanding books written in English, while books about economics, politics, education, etc that mostly written in English.²

Mastering a language means practicing these four skills very well.

Students need to master some skills in learning English. “Language learning has identified four skills: listening, speaking, reading and writing as the most important”³. In learning English, people cannot master just one skill. They need to master all the language skills. Reading is one of the language skills that should be mastered by students, because reading is the first step to gain the information.

² I. S. P. Nation, ‘Teaching ESL / EFL Reading’, 2009.

³ Trevor Dawn, *Learner Characteristics, The Ultimate FE Lecturer’s Handbook*, 2006, doi:10.1017/cbo9781139062398.015.

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

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

Meaning: “Read: in the name of Allah the lord who create. Create the man of a clot. Read and the lord is the most bounteous. He who taught {the use of} the pen. Teach man that he did not know.
(Qs. Al-Alaq: 1-5)⁴

Reading is one of the English skills that is considered important for the development of individual in many aspects of life. We cannot escape from this activity every day. We read newspapers, reports, news, books, notes, and many other texts. That is why students receive English reading skills in school. Through reading, students learn how English is actually used in print and writing forms.⁵ In addition to listening, speaking and writing, reading is also a very important skill when learning a language. For junior high school students, developing strong reading skills is critical, especially as their comprehension abilities impact their performance across various subjects.

However, many students find reading in English challenging due to factors such as limited vocabulary, insufficient practice, and a lack of effective

⁴ Abdullah Yusuf Ali, The Meaning of the Holy Qur'an, 10th edition, Maryland: Amana Publication 2004), P.240

⁵ David Nunan, T. D. Terrell, and H. Douglas Brown, *When Ordering This Title , Use ISBN 007-123462-4, Language*, 2003, LVII.

reading strategies⁶. These difficulties often lead to a lack of motivation and interest in reading. To address these challenges, teachers must adopt strategies that enhance reading comprehension while making the process enjoyable and engaging for students.

The PQ4R strategy (Preview, Question, Read, Reflect, Recite, and Review) is an effective approach that supports students in actively engaging with texts. This strategy helps students structure their reading process by previewing the text, setting a purpose through questioning, carefully reading, reflecting on content, reciting key points, and reviewing for better retention⁷. Research indicates that PQ4R can significantly improve reading comprehension and make the reading process more systematic and manageable⁸.

Although the PQ4R strategy has been shown to be effective, it is still not commonly used in Indonesian schools because many teachers are not familiar with it or lack the proper training to use it. As a result, students miss the chance to improve their reading skills in an organized way. This research aims to investigate how the PQ4R strategy is used in teaching reading that can improve students reading comprehension skill at the junior high school level especially in SMPN 1 Ranuyoso Lumajang. It will look at how the strategy is

⁶ Dewi Kartika Sari, Etty Pratiwi, and Ana Thereana, 'Effective Reading Strategies for Reading Skills', *Esteem Journal of English Education Study Programme*, 2.2 (2018), pp. 112–20, doi:10.31851/esteem.v2i2.2429.

⁷ Media Publikasi and others, 'By Using Pq4R Strategy To the Eighth Grade I . Introduction', 3.2 (2019), pp. 93–107.

⁸ Nia Zupita, Yayah Nurhidayah, and Eka Nurhidayat, 'Using PQ4R to Improve Students' Reading at Emergency Remote Learning', *International Journal of English and Applied Linguistics (IJEAL)*, 1.2 (2021), pp. 132–40, doi:10.47709/ijeal.v1i2.1052.

applied, the difficulties teachers face, and how it affects students' reading skills.

Therefore, in line with the explanations above are expected to provide useful information and suggestions for improving reading teaching methods, which will help students become better readers,⁹

B. Research Question

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

How is the implementation of PQ4R strategy is able to improve students' reading comprehension skill at eight grade of SMPN 1 Ranuyoso Lumajang.

C. Research Objective

Based on the research question above, the research objective of this research was:

To describe how the implementation of PQ4R strategy is able to improve students' reading comprehension skill at eight grade of SMPN 1 Ranuyoso Lumajang.

D. Research Significance

This study aims to contribute to the field of English language teaching by highlighting the benefits of the PQ4R strategy in enhancing reading skills among junior high school students. The significance of this research can be categorized into two main aspects:

⁹ 'Harmer_J_2007_The_Practice_of_English_La.Pdf', 2007.

1. Theoretical Significance

The results of this study are expected to enrich body of knowledge on reading comprehension strategies, particularly the PQ4R strategy, the results of this study are also expected to contribute as a solution to the problem of reading comprehension in the classroom.

2. Practical Significance

This research offers valuable insights for English teachers by showing how the PQ4R strategy can be effectively implemented in the classroom to improve students' reading comprehension skills. For students this study can increase students' activities to read and awareness to be responsible on their task in a group through PQ4R method. The results can be a reference for educators who want to implement innovative strategies in their teaching practices. Additionally, this study can be a useful resource for future researchers who wish to explore similar or related topics.

E. Definition of Key Term.

The key terms define the elements in this research to prevent any misunderstanding of the concepts used. The terms that will be utilized are as follows:

1. Reading Comprehension

Reading comprehension is the ability to process and understand the meaning of the text by connecting the information provided by the author with the reader's prior knowledge. It involves not just recognizing words or reading fluently, but effectively using strategies to grasp the deeper

meaning. In this research, reading comprehension refers to students' ability to identifying main idea, identifying reference, making inference, detailing information, interpreting vocabulary. One of the strategies used to improve reading comprehension is the PQ4R method, which helps students better organize and recall the material they read.¹⁰

2. PQ4R

The PQ4R learning model is a systematic approach designed to enhance students' ability to remember and understand material by actively engaging with it. This model consists of six steps:

- a. **Preview:** Students quickly review the reading material to identify the general structure, main topics, and subtopics.
- b. **Question:** Before reading, students create questions about the material, using question words like who, when, where, why, and how.
- c. **Read:** Students read the text carefully to find answers to the questions they formulated in the previous step.
- d. **Reflect:** Students connect the new information with what they already know, linking subtopics and concepts within the text to existing knowledge and real-world situations.
- e. **Recite:** Students recall and articulate the main ideas and relationships between concepts, summarizing what they have learned in their own words.
- f. **Review:** Finally, students summarize the reading, answering the questions they initially posed and drawing conclusions from the text.¹¹

¹⁰ Dwi Eka Martina (2018), pp. 56–64.

¹¹ Ofie Fitriani and Suhardi Suhardi, 'The Effectiveness of PQ4R (Preview, Question, Read, Reflect, Recite, Review) in Reading Comprehension Skill', 330.Iceri 2018 (2019), pp. 251–54, doi:10.2991/iceri-18.2019.52.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

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

1. Prima Rahmadia and Sitti Fatimah in 2020 entitled “*The Effect PQ4R Strategy And Reading Motivation For Students Reading Comprehension*”.

The purposes of this research are to find out whether (1) significant effect on students reading comprehension (2) PQ4R strategy give better effect in reading comprehension of students with motivation (3) interaction between PQ4R strategy and students reading motivation toward students’ reading comprehension.¹²

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

¹² Prima Rahmadia and Sitti Fatimah, ‘The Effect Pq4R Strategy and Reading Motivation for Students Reading Comprehension’, *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, 11.2 (2020), pp. 214–22, doi:10.33373/as.v11i2.2693.

2. Andere Santosa in 2020 entitled “*Teaching And Learning Reading Comprehension In Recount Text By Using PQ4R Strategy At The Eight Grade of The Firts Semester of SMPN 22 Taman Sari Pesawaran*”. The purpose of this study is to describe the process of teaching reading comprehension using PQ4R strategy, identify challenges faced by teachers and students, and analyze the effectiveness of the strategy. This qualitative research involved 29 students from class VIIIE, selected due to their low reading comprehension scores. Data were collected through observation, interviews, and questionnaires.¹³

This PQ4R strategy was not fully optimal, due to skipped steps and challenges faced by teachers such as selecting material, amnaging time, and motivating students. Meanwhile students also struggle with limited vocabulary, slow reading habits, and lack of attention to teacher. It conclude that while PQ4R has potential, its success depends on better preparation and support to address these challenges.

3. Heni Septianing Tyastuti in 2020 entitled “*The Effectiveness of Using PQ4R Strategy in Teaching Students Reading Comprehension of Narrative Text at The First Grade of Senior High School.*” The purpose of the study is to find out the effectiveness of PQ4R strategy to improve the students’ reading comprehension skill of recount text at the first grade of senior high

¹³ Andere Santoso, ‘Teaching And Learning Reading Comprehension In Recount Text By Using Pq4r Strategy At The Eighth Grade Of The First’, (Undergraduated Thesis, UIN Raden Intan Lampung, 2020).

school.¹⁴ And the result of this study, PQ4R is effective towards the student's reading comprehension. Finally, PQ4R technique can be used as a technique to teach reading comprehension for the first grade of senior high school students.

4. Natasya Amelia Putri (2023) conducted a descriptive qualitative study entitled "*The Implementation of PQ4R (Preview, Question, Read, Reflect, Recite Review) Learning Model On Teaching And Learning Reading For Tenth Year Students of SMKN 4 Klaten*" this study aimed to describe the applying of PQ4R model in increasing students reading comprehension. Data collected by observation, interview, assessment, and documentation student from class X and english teacher in SMKN 4 Klaten¹⁵. The result of the use this model effective in increasing students reading comprehension. The average score of students increased from 86.67 before using the PQ4R model to 91.68 after the implementation of the PQ4R model. This study concluded that the PQ4R model helps students understand reading materials better and provides a useful teaching framework for teachers.
5. Nina Fitriani (2021) entitled "*The Effect of Using PQ4R Strategy on The Ability of The Second Year Students of MTS Darul Hikmah Pekanbaru In Comprehending Recount Text*" the study purpose to determine the

¹⁴ Heni Septianing Tyastuti, "The Effectiveness of Using PQ4R Strategy in Teaching Students Reading Comprehension of Recount Text at The First Grade of Senior High School." (Undergraduate Thesis, Islamic State Institution of Tulungagung, 2020), 5.

¹⁵ Natasya Amelia Putri, "The Implementation of PQ4R (Preview, Question, Read, Reflect, Recite Review) Learning Model On Teaching And Learning Reading For Tenth Year Students of SMKN 4 Klaten" (Undergraduated Thesis, University of Widya Dharma Klaten, 2023).

effectiveness of the PQ4R strategy in improving students comprehension of recount text. The research used a pre-experimental method by one group pretest and posttest design, involving 32 students selected through random sampling. Data were collected using multiple choice reading test¹⁶. The result that PQ4R strategy effectively enhanced students reading skills especially in aspect reading comprehension in text.

Table 2.1
The Similarities and Differences Between Previous Research and This Study Were Presented in the Following Table

No	Research Title	Similarities	Differences
1.	Prima Rahmadia and Sitti Fatimah in (2020) entitled <i>"The Effect PQ4R Strategy And Reading Motivation For Students Reading Comprehension"</i> .	<ol style="list-style-type: none"> Both are using PQ4R strategy as the strategy of the research. Both are using reading as the object of the research. Both studies have the same purpose to find out the effect of using PQ4R strategy 	<ol style="list-style-type: none"> The previous research conducting with different level that is eleventh grade. This research is using experimental method.
2.	Andere Santosa in (2020) entitled <i>"Teaching And Learning Reading Comprehension In Recount Text By Using PQ4R Strategy At The Eight Grade of The Firts Semester of SMPN 22 Taman Sari Pesawaran"</i> .	<ol style="list-style-type: none"> Both studies share the same strategy of the research, and the same in research grade level. 	<ol style="list-style-type: none"> Differences in research location This research using reading recount text as the object of the research.
3.	Heni Septianing Tyastuti in 2020	<ol style="list-style-type: none"> Both are using PQ4R strategy as 	<ol style="list-style-type: none"> This research is using pre-

¹⁶ Nina Fitriani, Supriusman Supriusman, and Maria Safriyanti, 'The Effect of Using PQ4R Strategy on The Ability of The Second Year Students of Mts Darul Hikmah Pekanbaru in Comprehending Recount Texts', *Madah: Jurnal Bahasa Dan Sastra*, 12.2 (2021), pp. 149–56, doi:10.31503/madah.v12i2.423.

No	Research Title	Similarities	Differences
	entitled " <i>The Effectiveness of Using PQ4R Strategy in Teaching Students Reading Comprehension of Narrative Text at The First Grade of Senior High School.</i> "	the strategy of the research. 2. Both are using reading as the object of the research. 3. Using quantitative approach.	experimental design 2. This research is using narrative text material 3. Differences in research location
4.	Natasya Amelia Putri (2023) conducted a descriptive qualitative study entitled " <i>The Implementation of PQ4R (Preview, Question, Read, Reflect, Recite Review) Learning Model On Teaching And Learning Reading For Tenth Year Students of SMKN 4 Klaten</i> "	1. Both studies have the same purpose to find out the effect of using PQ4R strategy. 2. Both are using reading as the object of the research.	1. The previous research conducting with different level that is tenth year students. 2. The methodology of this study is descriptive qualitative 3. Differences in research location
5.	Nina Fitriani in (2021) entitled " <i>The Effect of Using PQ4R Strategy on The Ability of The Second Year Students of MTS Darul Hikmah Pekanbaru In Comprehending Recount Text</i> "	1. Both are using PQ4R strategy as the strategy of the research. 2. Both studies have the same purpose to find out the effect of using PQ4R strategy	1. The research used a pre-experimental 2. This research is using random sampling students to choose the sample 3. This research using reading recount text as the object of the research.

This research highlights where several previous studies have similarities and differences with this research. Most prior research only focused on stating the effects of the PQ4R strategy could improve students' learning outcomes, and also those researchers did not mention how the teacher

evaluated students based on PQ4R strategy, however few have provide the explanation of how the strategy is implemented in the classroom practice.

B. Theoretical Framework

1. Reading Comprehension

a. Concept of Reading

In teaching a foreign language, teachers focus on developing language skills and components. The four main language skills are listening, speaking, reading, and writing. Meanwhile, the language components include vocabulary and grammar, which are essential for forming sentences and understanding meaning. Among these skills, reading is crucial in learning English because it helps students gain knowledge and access new information. By practicing reading, students can enhance their understanding of text and build a solid foundation for mastering the language.

Reading is generally understood as the process of obtaining information from a text by using the reader's background knowledge to understand the content. Harmer defines reading as an activity that involves the eyes and the brain. The eyes receive messages from the text, and the brain works to interpret the meaning of these messages.¹⁷

This process helps readers make sense of the written words and understanding the ideas being communicated. Harmer also emphasizes

¹⁷ 'How To Teach English-Jeremy Harmer.Pdf'.

that reading requires both cognitive effort and engagement, as readers actively process the information to construct meaning.

Similarly, Brown describes reading as a process closely connected to thinking and other communication skills, such as listening, speaking, and writing. Further explains that reading involves reconstructing the ideas and information intended by the writer through the printed text.¹⁸ This means that reading is not just a passive activity but also an active interaction between the reader and the text. In addition, Brown highlights that reading supports the development of critical thinking skills, as readers analyze and evaluate the content. Therefore, reading contributes to the overall growth of a learner's language abilities and cognitive processes.

Nunan states that reading is a fluent process in which readers combine information from the text with their background knowledge to build meaning.¹⁹ This means that in reading, students need to connect the text's information with what they already know to understand it better. Through reading, students can learn to identify main ideas and other details in a text, which can help them answer questions or complete exercises.

Additionally, Wineburg, as cited in Masnun, explains that reading is a skill for learning new information and engaging in different ways of thinking. This highlights that readers derive meaning

¹⁸ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.Pdf

¹⁹ Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw Hill

from printed words by interpreting them based on their context and prior experience.²⁰ The writer emphasizes that reading requires not only understanding individual words but also grasping the overall message of the text. Through this process, readers develop the ability to analyze and synthesize information, which helps them think critically. Thus, reading is more than just a basic skill; it is a way of expanding knowledge and developing intellectual abilities.

Grabe and Stoller explain that reading is not just about understanding words; it is also about understanding the meaning behind them. It is an interactive process where the reader connects what they read to what they already know to make sense of the text.²¹ This means that reading is not just about recognizing words on a page but also about thinking and using knowledge to fully understand the message. Through reading, students can develop skills like finding the main idea, understanding details, and answering questions about the text, which are important for improving their comprehension.

Based on these explanations, it can be concluded that reading is a process of receiving messages through the eyes and interpreting their significance using the brain. It is also a fluent activity where readers combine text information with their background knowledge to construct meaning and gain understanding.

²⁰ Sam Wineburg, 'Historical Thinking and Other Unnatural Acts', *Phi Delta Kappan*, 92.4 (2010), pp. 81–94, doi:10.1177/0031721711009200420.

²¹ Michael Rost, *Teaching and Researching Reading (Applied Linguistics in Action)* (Routledge, 2015).

b. Importance of Reading

Reading is closely connected to students' environment, as they encounter text in their daily lives. This makes reading an essential skill, not only for students but for everyone. The significance of reading lies in engaging all the reader's senses to understand and master the text by mixing and matching the reader learning style.²² The main importance that the ultimate goal of reading is not just to create readers who enjoy it but also to encourage lifelong reading habits.

According to Harmer²³ reading holds several key benefits for students:

- 1) Reading is valuable for various purposes, as any exposure to English, provide students understand it more or less is good thing for language students.
- 2) Reading texts serve as excellent models for English writing.
- 3) Reading provides opportunities to study language aspects such as vocabulary, grammar, punctuation, and the construction of sentences, paragraphs, and texts.
- 4) Reading can introduces engaging topics, stimulate discussions, excite imaginative responses, and fascinating lessons.

Thus, reading is important for everyone, not only for students' life. Through reading, individuals can gain knowledge about global

²² Dorothy Rich, *Mega Skills in School and in Life* (New York: Houghton Mifflin Company, 1992), p. 184-190.

²³ Jeremy Harmer, *How to Teach English* (England: Longman, 1998), p. 68.

events and develop critical thinking skills, which are essential in social life.

c. Concept of Reading Comprehension

Comprehension is an essential goal in reading that students must master. Searfoss and Readence mention that comprehension is widely recognized as the main purpose of reading. This means that understanding the text is a key focus when engaging in reading activities. In simple terms, when a person reads any printed material, they aim to understand its content by linking their prior knowledge with the information provided by the author²⁴. In reading comprehension, students are expected to master several aspects, such as identifying main idea, identifying reference, making inference, detailing information, interpreting vocabulary. Students capability in mastering the elements above is a must. Therefore, those elements become indicator whether or not the students are capable in comprehending the text.

According to Hikmah there are five essential aspects of EFL reading comprehension, which include determining main idea, identifying references, making inferences, detailing information, and interpreting vocabulary²⁵. These aspects are interconnected and help students improve their understanding of texts more effectively.

²⁴ Searfoss, L. W. , & Readence, J. E. (1998). *Developing Expertise in Reading Comprehension*. Portsmouth, NH : Heinemann Educational Books.

²⁵ Khildainy Hikmah, 'Analyzing Students' Difficulties in Reading Comprehension of Narrative Text at Senior High School', 2023, pp. 1–114.

1) Determining the Main Idea

To begin with, determining the main idea plays a crucial role in reading comprehension. As Satriani explains, the main idea helps readers recall the important information that the author wants to convey. By identifying the main idea, readers can improve their comprehending in the text. Main idea can appear in different parts of a paragraph, such as the beginning, middle, or last sentence. Therefore, when students are able to find the main idea, it becomes easier for them to understand the overall meaning of the text²⁶.

2) Identifying References

In addition to determining the main idea, identifying references is another important skill. References, often in the form of pronouns, are used to avoid repetition and maintain cohesion in the text. For instance, students need to recognize whether a pronoun refers to a singular or plural subject, person, place, or a situation. Therefore, understanding these references helps students follow the text more clearly and maintain their comprehension.

3) Making Inferences

Furthermore, making inferences is a critical aspect of reading comprehension, as it requires readers to draw conclusions and define the meaning beyond the explicit information in the text. According to Gilakjani and Sabouri, making inferences involves connecting prior

²⁶ Satriani, E. (2018). Reading Comprehension Difficulties Encountered by English Students of Islamic University of Riau. J-SHMIC : Journal of English for Academic, 5(2), 15–26. [https://doi.org/10.25299/jshmic.2018.vol5\(2\).1885](https://doi.org/10.25299/jshmic.2018.vol5(2).1885)

knowledge with the textual information. This skill not only enhances understanding but also allows readers to engage more deeply with the material²⁷.

4) Detailing Information

Detailing information is essential for testing students' ability to understand the material directly stated in the text. This aspect ensures that whether students can understand the text or not.

5) Interpreting Vocabulary

Lastly, interpreting vocabulary is closely related to all the other aspects of reading comprehension. When students encounter new words in a text, it is important for them to expand their vocabulary. As Sridharan and Said point out, mastering a large vocabulary not only helps students understand individual words but also improves their overall comprehension of the text²⁸. Therefore, vocabulary knowledge supports students in connecting ideas and interpreting the text more effectively.

Based on description above, reading comprehension is careful reading in order to understand the total meaning of the passage. Reading comprehension in this study is defined as the process of getting message from the author in written text. The message may be an idea, a fact, a feeling or an argument. Developing those five aspects

²⁷ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'How Can Students Improve Their Reading Comprehension Skill?', *Journal of Studies in Education*, 6.2 (2016), p. 229.

²⁸ Sridharan, P. N. A., & Said, N. E. M. (2020). The effect of graphic organizer (KWL Chart) on young learners' reading comprehension in an ESL setting. *International Journal of Management and Humanities (IJMH)*, 4(8), 50.

together, students can enhance their reading comprehension and engage with texts in a more meaningful way. From these explanations, reading comprehension is not just about recognizing words or knowing facts. It helps readers gain knowledge, understand information, and expand their understanding of the world.

d. Concept of Teaching Reading Comprehension

Teaching reading comprehension is a critical process in helping students understand and interpret written texts effectively. It involves guiding students to not only read but also comprehend the meaning behind the texts. In teaching reading comprehension, teachers play a significant role in facilitating students' understanding by creating interactive and supportive learning environments. Teachers are expected to provide opportunities for students to engage deeply with the texts, both through silent reading and active discussions. This approach helps students develop critical thinking and analytical skills, which are essential for interpreting the content of the text.

Teaching reading means helping students understand texts better and giving them plenty of chances to practice. Some effective ways to improve reading comprehension which are reciprocal teaching, cooperative learning, and reading recovery . Means that teachers should create situations where students can read silently and then discuss the text together. Reading aloud is also important to help students interact with the text. The teacher's role is to organize the

learning process so students can understand the material more easily. Teaching reading in a more interactive way can improve students' reading comprehension skills.

In the Merdeka Curriculum, the English subject for junior high schools focuses on developing both receptive skills (listening, reading, and viewing) and productive skills (speaking, writing, and presenting). By the end of Phase D, students are expected to be able to use English to interact and exchange ideas, experiences, interests, opinions, and views in both formal and informal contexts . This includes understanding and producing various short functional texts, monologues, and essays in different genres, such as procedure, descriptive, recount, and report. The curriculum emphasizes the importance of students being able to comprehend and respond to texts accurately, fluently, and appropriately in real-life contexts. Related to students ages in junior high schools, the rules of teaching and learning for this stage of age requires special considerations in order to guide into right choices of teaching strategies, and lesson planning. Therefore, it is important to understand the characters of teenagers before deciding to apply certain teaching method or strategy in the English teaching and learning process in junior high school.

e. Types of Reading

According to Brown there are four types of reading; perceptive reading, selective reading, interactive reading, and extensive reading.²⁹

1) Perceptive Reading

Perceptive readings is the basic level of reading, where learners are just starting to become literate. It focus on recognizing the basic components of written language such as letters, word, punctuation and other graphemes' symbols, relying on bottom-up processing. Task at this level include; reading aloud, providing written responses, answering multiple-choice questions, and matching picture with corresponding words (picture cued items).

2) Selective Reading

If perceptive reading is the basic level of reading, selective reading is a little bit expanding, requires students to recognize lexical, grammatical, or discourse features of language within a very short text such as picture-cued tasks, matching, true/false, multiple-choice, etc. Expected answers include sentences, brief paragraphs, simple charts and graphs, and brief responses as well.

3) Interactive Reading

Interactive reading is a process where readers use their prior knowledge to understand the text and focus on finding key features like words, grammar, and meaning. It uses top-down processing

²⁹ Brown, H. Douglas, "*Language Assessment: Principles and classroom practice*", 2004, p.189-190.

with some bottom-up skills. Texts for interactive reading include short stories, directions, and announcements. Tasks at this level focus on both form and meaning, these tasks involve cloze exercises, multiple-choice questions editing, scanning, and information transfer activities using charts, maps, or diagrams.

4) Extensive Reading

Extensive reading involves reading longer texts, such as articles, essays, reports, short stories, or books, focusing on overall understanding rather than small details. It typically uses top-down processing and aims to assess global comprehension. Common tasks include skimming for main ideas, summarizing, giving personal responses, note-taking, and outlining. Other activities like short-answer questions, editing, scanning, and ordering tasks can also be used. Extensive reading often involves pre-reading, post-reading, and discussions to enhance comprehension and encourage deeper thinking.

2. PQ4R Strategy

a. Definition of Learning Strategies

According to Sulistiyono in Trianto learning strategies is a special action taken by someone to make it easier, faster, more enjoyable, easier to understand directly, more effective and easier to transfer into new situations³⁰. Concluded that Learning strategies are the methods someone uses to choose activities during the learning

³⁰ Trianto, S.Pd., M.Pd, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*, (Jakarta: Prestasi Pustaka, 2007), p. 86

process. These choices are made based on the situation, available resources, students' needs, and their characteristics to achieve specific learning goals.

b. PQ4R Strategy

According to Thomas and Robinson, as cited in Jasenda, PQ4R is a structured strategy that includes several steps: Preview, Question, Read, Reflect, Recite, and Review.³¹ Each step is designed to help students develop ideas, gather information, and encourage them to recognize new vocabulary. The PQ4R strategy is mainly used to assist students who have difficulty with reading. Many students struggle with comprehension, retaining, and recalling information, and PQ4R aims to make reading easier for them. This strategy helps students understand and remember what they read and is considered one of the elaboration strategies to support students in retaining the material.

c. Step of PQ4R Strategy

The step in the PQ4R reading strategy are stated bellow:

1) Preview

Students identify the main ideas in the reading material.

They can start by looking at sections such as the introduction, table of contents, headings, subheadings, titles, or chapter summaries.

Another way to find the main ideas is by quickly reading one or

³¹ Jasenda Indah Rahajeng, 'PQ4R Strategy At The Second Semester Of The Eighth Tarbiyah And Teacher Training Faculty Raden Intan State Islamic University Of Lampung', 2018.

two sentences from each page. This helps students get an overview of the content before diving into the full text.

2) Question

Students create their own questions based on the reading material. The questions can range from simple to more complex ones, including who, what, where, when, why, and how. These questions are designed to help students build different types of knowledge, such as declarative (facts), structural (how things are organized), and procedural (how things are done) knowledge.

3) Read

In this step, students read the entire text to find the answers to the questions they made in the "Question" step. Reading means looking at and understanding the written material. During this phase, students read carefully, take notes in the margins, or underline important information that answers their questions. This helps them focus on key points and better understand the material.

4) Reflect

In this step, students do more than just memorize; they engage with the text. They try to understand what they read. To do this, they can: (1) correlate what they've read with what they already know, (2) concerned the subtopics in the text to the concepts they are learning, and (3) concerned the facts presented in the text. This helps deepen their understanding and make the material more meaningful.

5) Recite

At this stage, students are asked to recall and explain what they have learned. They should be able to express the main ideas from the reading in their own words. It's helpful if students not only say these ideas out loud but also in written form. This process helps reinforce their understanding and improves their ability to remember the material.

6) Review

In the final step, students are asked to summarize or highlight the main points of the material they have read. This helps them form a conclusion that answers the questions they created earlier. Then, the teacher assesses the students' work.

Based on the explanation above, the PQ4R method involves six steps: Preview (finding the main ideas in the text), Question (creating questions using the 5W+1H), Read (reading the text to find answers), Reflect (thinking about the questions and the information in the text), Recite (sharing the information with others), and Review (summarizing the material).

d. Advantages and Disadvantages of PQ4R Strategy

The PQ4R strategy has both advantages and disadvantages when applied in classroom teaching and learning:

1) Advantages:

- a. PQ4R can help students with weak memory retain lesson concepts more effectively.
- b. PQ4R is simple to implement across all levels of education.
- c. PQ4R supports students in developing questioning skills and share their knowledge better.
- d. PQ4R effectively covers many topics.

2) Disadvantages

- a. Implementation becomes challenging if resources like textbooks are unavailable at school.
- b. It is less effective in large classes where teacher guidance is limited, particularly when students need help formulating questions.

3. Procedure Text

a. Definition of Procedure Text

Procedure text is a type of text that tells the reader how to do or make something through a sequence of steps.

b. Purpose of Procedure Text

The purpose is to explain how something is done, used, or made step by step.

c. Generic Structure of Procedure Text

Procedure text has three main structures or generic structures as follows:

- 1. Goal : The title or aim of the procedure text
- 2. Materials / Ingredients : Things we need to complete the process
- 3. Steps : The instructions written in the correct order

d. Language Features of ProcedureText

The language features of Procedure text include:

- 1) Simple Present Tense : Used because procedure texts describe factual steps on how to do or make something.
- 2) Imperative Sentences : Sentences start with a verb (e.g., cut, boil, mix) without a subject, as they are direct instructions.
 - Example : Add 3 onions and mix well.
- 3) Connectives : Used to link steps in a sequence, such as (firstly, then, after that, last, finally).
- 4) Adverbs : Provide details about time (e.g., for 10 minutes, in 1 hour) and manner (e.g., slowly, well, evenly).³²

e. Example of ProcedureText

Title/Goal: How to Make a Glass of Iced Tea

Materials:

- A tea bag
- Hot water
- Ice cubes
- Sugar (optional)

Steps:

- Boil some water.
- Put the tea bag into a glass.
- Pour hot water into the glass.
- Let it sit for 3–5 minutes.
- Remove the tea bag.
- Add sugar if you like.
- Add ice cubes.
- Stir and enjoy!

³² <https://www.scribd.com/document/598342058/PROCEDURE-TEXT-ENGLISH>

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a Classroom Action Research. (CAR). According to Kemmis and Mc Taggart in Anne Burns, Classroom Action Research (CAR) is a type of classroom research conducted by teachers to address problems or to find answers related to specific issues. Classroom Action Research focuses on the problems faced by students and seeks to find solutions to overcome those issues. This Classroom Action Research (CAR) aims to enhance students' reading comprehension skill through PQ4R strategy.

Therefore, researchers need to conduct a preliminary study to identify students' problems through observation and interviews with an English teacher. In this research, the researcher will collaborate with an English teacher. Based on the explanation above, this research has decided to implement PQ4R strategy to enhance students' reading comprehension skills.

The teacher applies PQ4R strategy in the teaching process while conducting the research. In addition, researchers are collaborators or observers who observe the actions and assisting a teacher in conducting classroom action research.

The Classroom Action Research (CAR) uses the Kemmis and McTaggart design, which consists of four phases: planning, action, observation, and reflection.³³

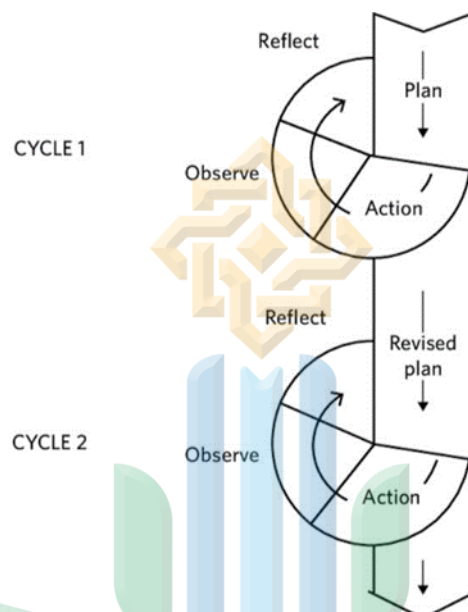


Figure 1.1
The model of classroom action research
Kemmis and MC Taggart in Anne Burns (1988)

1. Plan

The steps to address the issues in this research involve the researcher conducting observations, initial interviews with teachers, and administering preliminary tests before implementing the actions. There are several preparations that need to be planned carefully to adapt to the classroom situation. At this stage, the author collaborates with an English teacher to conduct this research. For details, the plan can be seen as follows:

³³ M. Noor Sulaiman Syah and others, 'Classroom Action Research Book Dalam Pendidikan Bahasa: Teori, Desain Dan Praktik', *Alex*, 1.1 (2016), p. 130
 <<https://ejournal.unisnu.ac.id/JPIT/article/view/526%0Aajurnal.untan.ac.id>>.

- 1) The researcher will consults with the English teacher to select appropriate materials and topics for learning.
- 2) The researcher will suggests using PQ4R as an alternative strategy to improve students' reading comprehension skills in English learning in the classroom.
- 3) The researcher and the English teacher discuss how to implement the learning strategy using PQ4R.
- 4) The researcher and the English teacher will design a lesson plan.
- 5) The researcher and the English teacher will create teaching materials and prepared instrument such reading text and worksheet.
- 6) The researcher and the English teacher conduct an evaluation after the lesson.
- 7) The researcher will reflect on the findings, collect data, and prepare a report detailing the results of using PQ4R in improving students' reading comprehension skills.

2. Action

The researcher made an in-depth plan for this action. In this case, the researcher collaborated with the English teacher to develop the classroom strategy. This cycle consisted of two meetings: one for teaching and another for exam. The steps in implementing the PQ4R strategy in the teaching and learning process are as follows:

- 1) Giving pre-test
- 2) Teaching reading comprehension by PQ4R method

- 3) Giving occasion to the students to ask any difficulties or problems
- 4) Asking the students some question orally and students have to answer about the theme orally
- 5) Giving post-test

3. **Observing**

At this stage, the researcher observed the teaching and learning process focusing on the use of PQ4R method to improve students' reading comprehension skills in the classroom, as well as students' responses and activeness in using the PQ4R. Observation can be systematically used to observe and note the phenomena investigated like students' thinking, doing, feeling, and something they do in teaching learning process. Researchers can prepare observation sheets, field notes, even video recordings to cover all actions for reflection. With the aim that everything that becomes strengths and weaknesses when taking action can be observed properly. So the researcher made some notes during the observation using an observation checklist.

The researcher used two way to collect the data: observation and test. The data for this study will collect by:

- 1) Observation

Observation is used to enrich primary data. The observation format is conducted to observe the entire teaching and learning process during the implementation of the action. Observation sheets help researchers obtain information by analyzing the conditions, activities, and responses of

students towards the implementation of Classroom Action Research (CAR). Observation sheet will fill out by a researcher.

2) Test Question

To assess students' reading comprehension skills and measure their improvement, the researcher administered tests. This involved the use of both pre-tests and post-tests.

- a) Pre-Test: A pre-test is conducted prior to the implementation of the experimental treatment. Its purpose to establish a baseline measure of student ability before any instructional intervention is implemented. By evaluating student performance on this pre-test, researchers can identify their initial proficiency level and any specific areas that need improvement.
- b) Post-Test is a test after the research action. It is will use to determine the improvement of students' abilities after giving material using the PQ4R strategy

4. **Reflecing**

In this last stage, researchers will analyze the results of the post-test scores. If in the first cycle, the result score has reached the success criteria of the action, then the researcher will stop the research. Conversely, if the score has not reached the success criteria, then the researcher will conduct the next cycle. The research will be stopped if it has reached the success criteria modified by the researcher.

Data analysis in this research uses two data. Data analysis techniques are carried out on every aspect of research activities. There are two data that can be done by researchers, are as follow:

- a) Qualitative Data: Selected by researchers in the form descriptions of observations student activities during the teaching and learning process. The descriptions highlight the results of observing student activities during the teaching and learning process. These descriptions focus on student behavior in the classroom, their expressions, and insights gathered from observations and interviews conducted before and after the Classroom Action Research.
- b) Quantitative Data: In this case, the researcher used descriptive statistical analysis to find the average of students' reading comprehension skills and class percentage. In analyzing the data, the researcher tried to get the average of students' reading comprehension skills. The formula used is:

$$\mu = \frac{\sum x}{n}$$

X : Mean/ Average
 $\sum x$: Student individual score
 $\sum N$: Total students

This is the formula if it is said to be successful:

$$P = \frac{R}{T} \times 100\%$$

T

Where:

P: The percentage of students who get the point 75.

R: The number of students who get the point above 75.

T: The total number of students who do the test.

The results of the data analysis obtained are then compared with the percentage score range table to determine which category the student learning activities fall into.

The percentage score range table is as follows:

Table 3.1 Student's Percentage

Percentage	Category
81 % -100 %	Excellent
61 % -80 %	Good
41 % - 60 %	Average
1 % - 40 %	Less

Based on the table above, the success criteria for completing the cycle if the student assessment results are at least in the good category.

5. Validity Data

In this study, researchers will use content validity. Brown states that if a sample text contains the subject matter to be inferred and requires the test taker to live the behavior being measured, then the text can be claimed as evidence of content-related validity, which is often referred to as content validity.³⁴ Thus, content validity describes the content of the text. Therefore, the test should be appropriate to the topic of the material and the purpose of the study.

There are several things the researcher will do to create test validity. First, the test will be designed based on the research objectives. Second, the researcher will provide clear instructions for the students' test. Third, students should practice to understand the reading comprehension by using the PQ4R strategy.

³⁴ Brown, H. Douglas, and Priyanvada Abeywickrama. "Language assessment." Principles and Classroom Practices. White Plains, NY: Pearson Education 20 (2004).

Table 3.2
Instrument Validation Sheet

Pre test

NO	MATERI	TP	INDIKATOR	DESKRIPSI	BENTUK SOAL	NOMOR SOAL
1	Procedure Text	Peserta didik mampu memahami pengertian, fungsi, dan struktur text prosedur, serta mampu membuat dan mempresentasikan text prosedur dengan benar	Identifying Main Idea	Disajikan sebuah text procedure, peserta didik dapat menemukan ide pokok, tujuan dari teks tersebut.	PG	1, 2, 17
2			Identifying Supporting Details	Disajikan sebuah teks procedure, peserta didik dapat mengidentifikasi informasi spesifik yang dijelaskan dalam teks.		3, 4, 13, 16
3			Fill in the blank	Disajikan sebuah teks prosedur, peserta didik dapat melengkapi langkah-langkah procedural yang belum selesai.		14, 15, 21, 22, 23, 24, 25
4			Identifying Inference	Disajikan sebuah teks procedure, peserta didik dapat menarik inferensi atau kesimpulan mengenai teks tersebut.		9, 10, 18
5			Understanding Vocabulary	Disajikan sebuah teks prosedur, peserta didik dapat menemukan arti kata, persamaan kata berdasarkan konteks dalam teks.		5, 6, 19, 20
6			Identifying Reference	Disajikan sebuah teks prosedur, peserta didik dapat mengidentifikasi referensi yang digunakan dalam teks..		8,
7			Identifying the function	Disajikan sebuah teks prosedur, peserta didik dapat menjelaskan fungsi dalam teks yang dimaksud.		7, 11, 12

Table 3.3

Post test

NO	MATERI	TP	INDIKATOR	DESKRIPSI	BENTUK SOAL	NOMOR SOAL
1	Procedure Text	Peserta didik mampu memahami pengertian, fungsi, dan struktur text prosedur, serta mampu membuat dan mempresentasikan text prosedur dengan benar	Identifying Main Idea	Disajikan sebuah text procedure, peserta didik dapat menemukan ide pokok, tujuan dari teks tersebut.	PG	1, 2, 16
2			Identifying Supporting Details	Disajikan sebuah teks procedure, peserta didik dapat mengidentifikasi informasi spesifik yang dijelaskan dalam teks.		3, 4, 14, 17, 19
3			Identifying Inference	Disajikan sebuah teks procedure, peserta didik dapat menarik inferensi atau kesimpulan mengenai teks tersebut.		9, 10, 20
4			Understanding Vocabulary	Disajikan sebuah teks prosedur, peserta didik dapat menemukan arti kata, persamaan kata berdasarkan konteks dalam teks.		5, 6
5			Identifying Reference	Disajikan sebuah teks prosedur, peserta didik dapat mengidentifikasi referensi yang digunakan dalam teks..		7, 8, 13, 18
6			Fill in the blank	Disajikan sebuah teks prosedur, peserta didik dapat melengkapi langkah-langkah procedural yang belum selesai.		15, 21, 22, 23, 24, 25
7			Identifying the function, structure	Disajikan sebuah teks prosedur, peserta didik dapat menjelaskan fungsi, structure dari text.		11, 12

B. Research Location

The researcher conducted this research on students of SMPN 1 Ranuyoso which is located at Jl. Raya Ranuyoso, No.220, RT03 RW01, Ranuyoso, kec. Ranuyoso, kab. Lumajang.

C. Subject of The Reseach

The subject of this study were the second grade students of SMPN 1 Ranuyoso Lumajang, Based on the observation results, the researcher found several problems related to reading comprehension faced by second grade junior high school students :

1. lack of reading motivation
2. students' reading comprehension scores.

Therefore, the researcher decided to make this class the subject of the study.

D. Criteria of Success

The indicator of success in this study was the increase in students' reading comprehension skills from each cycle, measured by their achievement in reaching the standard level of student development. This study was success if the presentage students learning result after cycle reach the standard minimum score it means above 75 equal to higher than 75% of total students in 8th D grade of SMP 01 Negeri Ranuyoso be considered successful.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents about the profile of the school, research findings and discussion. The detail of the research processes was presented below :

A. Overview of Research Object

SMP Negeri 1 Ranuyoso is a junior high school in Ranuyoso, Lumajang, East Java, located at Jl. Raya Ranuyoso No. 220, with postal code 67357, established in 1984 and operating in 1910 and has an "A" accreditation (certificate 164/BAP-S/M/SK/XI/2017). The *vision* of SMP Negeri 1 Ranuyoso is “to become a healthy, environmentally aware school that inspires community change through the values of Pancasila”. The *mission* is “to shaping students who are devoted to God, creating a safe, healthy, and comfortable learning environment, excelling in both academic and non-academic achievements, fosters a competitive spirit, implements national education standards, and serves as a second home that is enjoyable, religious, and character-building for all its members”. The school has 12 classes (4 classes for each grade: VII, VIII, IX) and supported good facilities.

SMP Negeri 1 Ranuyoso offers excellent programs, including academic activities (Olympiad classes), and non-academic activities (arts, sports, scouting), and environmental programs (Adiwiyata, tree planting, and waste management). It also literacy programs like the 15-minute reading activity before lessons begin. Beside that SMP Negeri 1 Ranuyoso has achieved awards like first place in the Science Olympiad (district level),

champion in the Student Arts Festival, and Adiwiyata School recognition (provincial level). SMP Negeri 1 Ranuyoso aims to shape intelligent, well-rounded students who care for the environment.

B. Research Findings

This part consist the result of the Classroom Action Research (CAR) and the research findings were gained from the beginning until the last teaching and learning process. This research was carried out in one cycle. The implementaton of the cycle consisted of four main stages: planning, implementing, observing and reflecting that was conducted of three meetings in one cycle. the details of the activity were as follows:

1. Preliminary Research

Before the cycle of the study begin, the researchers conducted preliminary investigation by test to gather detailed information regarding to students challenges. The pre-test was done on Tuesday, January 14th, 2025 at VIII D. It started at 09.00-10.50. After explaining the research objectives, students received a test sheet containing multiple-choice questions based on a procedure text, you can see the format in appendix below. They were given 1 hour and 50 minutes to complete the test. When checking the questions in the pre-test, the results were obtained as in the table below. (see table 4.1)

Table 4.1
The Result of Pre-test Score

No	Students Name	Score	Explanation
1	Achmad Dira R R	44	Not Complete
2	Ade Rizqi R	64	Not Complete
3	Ainun Septia R	72	Not Complete
4	Arjuna Hede	48	Not Complete
5	Dwi Oktavia	44	Not Complete
6	Evel Bintang M N	52	Not Complete
7	Halimatus Sakdiah	68	Not Complete
8	Juan Rafka D	64	Not Complete
9	M. Abdur R A	76	Complete
10	Maatul Achmad S	36	Not Complete
11	Mia Asqiatul J	60	Not Complete
12	Moch Arli Hastan S	48	Not Complete
13	Mohammad H A	52	Not Complete
14	M Abdul R	56	Not Complete
15	Muhammad Fais A	56	Not Complete
16	Muhammad Risky	60	Not Complete
17	M Zakariah I	40	Not Complete
18	Nafisa Khalidah Z	64	Not Complete
19	Riska Anindiya	44	Not Complete
20	Rizal Abdillah Faqih	52	Not Complete
21	Ro'if	76	Complete
22	Rosita Dela P	64	Not Complete
23	Solehah	52	Not Complete
24	Wahyulia Dinda N S	56	Not Complete
25	Farhan Kamilatun N	48	Not Complete
Total		1.396	
High Score		76	
Lowest Score		36	
Average Score		55,84%	

Formulation:

a. Mean of the students 8th D class score :

Notes:

$$\mu = \frac{\sum x}{n}$$

X : Mean/Average

$\sum x$: The sum of student's score

n : Total students

$$\mu = \frac{\sum x}{n} = \frac{1.396}{25} \times 100\% = 55,84\%$$

b. This is the formula if it is said to be successful:

$$P = \frac{R \times 100\%}{T}$$

Where:

P: The percentage of students who get the point 75.

R: The number of students who get the point above 75.

T: The total number of students who do the test.

$$P = \frac{R \times 100\%}{T} = \frac{2 \times 100\%}{25} = 0,08\%$$

Based on the data above, there were only 2 or 0,08% students completeness. Meanwhile, 23 students or 99,92% still need to pass the KKM (75) score. Therefore, the next step that was performing in the cycle.

2. Research finding in Cycle

The implementation of the cycle in three meetings was carried out on January 15, 2025 at 10.00-11.20 WIB until January 22, 2025 at 10.00-11.20 WIB with the material of procedure text from the English for Nusantara book chapter III (love our world) using planning,

implementation, observation and reflection. The researcher acted as an observer in class VIII D. In this phase, the researcher and the English teacher had a discussion and reached an agreement to collaborate in the teaching process. In the discussion, it was agreed that the implementation led by the english teacher and the researchers as observer. The reason because the teacher already know the method.

a. Planning

The teacher prepared the instruments of the study before conducted the study, they are as follows:

1) Lesson plan

To control the teaching and learning process, teacher use lesson plans as a guide for teacher activities in the classroom.

2) Material

The teacher used theme about “procedure text”. Used books as a resource and looking for the material in the internet

3) Teaching aid

The teacher prepared some instrument, such as: book and board marker.

4) Sheet for classroom observation

The observer prepared Classroom observation sheets to know the conditions of the teaching and learning process.

5) Test (post-test)

The post-test is a test given to students after the teaching and learning process was conducted. This test was answering several multiple-choice questions about the procedure text.

b. Implementing of the action

1) The First Meeting

The first meeting was held on Wednesday, January 15 2025, from 10.00-11.20 which was allocated 80 minutes, the class was attended by 25 students. The teacher opened the lesson with a greeting, then checked the students' attendance, and because all the students were present, the teacher gave appreciation in the form of applause to increase their motivation in learning English. The teacher then asked the students to open their books in preparation for received the material, and reminded students to keep silent, (*"Please stay quiet, don't talk by yourself."*)

As opening, the teacher asked students to guess the meaning of several words related to the material, such as "procedure", "ingredients" and "steps." The teacher then asked the students about "tempe menjes mbak jum" which they often bought, because the students liked it so the teacher asked, (*"is tempe menjes made immediately like that?"*) and the students answered *"no, there is a process"*. Then the teacher asked the students to explain how the process of making it, after that the teacher gave feedback (*"That's right, there is a way to make tempe menjes, well, the way to make it is called procedure or step."*)

The teacher mentioned several examples and then asked the students to answer what are the steps that must to do. After that,

the teacher move into the material, wrote on the board explained the Procedure Text, the characteristics, purpose, structure (goal, materials, steps), and several examples of procedur texts. The explanation lasted for 15 minutes.

After the material was explained, the teacher asked the students to open the book and ask the students to look at heading and picture to try identify what they will be read *~Preview*. Then teacher ask students making prediction about the text and writing a list of questions they expect to answered *~Questions*. After making questions then asking students to read whole text *~Read*. Next student are ask to reflect what they had read with their own experience *~Reflect*. In *~Recite* session students rewrite the text used their own word and add their own experience without looked at the book. Last asking the students to answer the question they made to check their understanding, and also ask student to read their work in of front of the class *~Review*.

As a reflection, the teacher asked, "What new things did you learn today?" and several students shared their answers. The teacher also made sure if there were any difficulties by asking, (*"is there anything that still confusing?"*), most students said no. Because time was running out, the teacher then closed the lesson with a greeting.

2) The Second Meeting

The second meeting was held on Thursday, January 16, 2025 at 10:00-11:20, lasting 80 minutes. The class was attended by 25 students. The teacher started the lesson by greeting.

To begin the lesson, the teacher reviewed the previous material by asking, (*"Does anyone still remember what Procedure Text is?"*) Several students responded, explaining that is a text that gives instructions or steps to do something. The teacher then asked, (*"Can anyone mention the structure of Procedure Text?"*), (*"characteristics of procedure text"*), (*"purpose of procedure text"*), and some students answered correctly. the teacher gave words of appreciation such as "Good job", "excellent", "great", and so on to students who could answer.

After reviewing, **~Preview**, the teacher asked students to open their textbooks, teacher instructed students to observe at the picture on the page carefully, **~Questions**, after preview the text the teacher asked each student to make list of question using the 5W1H based on the picture or text in the book. Then the teacher asked what questions the students made, asking them to say it out loud one on one. **~Read**, After knowing the questions made by the students, teacher ordered the students to read the entire picture and the text for 15 minutes. **~Reflect**, After that the teacher gave additional explanation and also asked students to reflect on

themselves based on the reading text. *~Recite*, In the main activity, students were asked to rewrite the procedure from the text they had read using their own words without looking at the book, *~Review*, After completing their work, each student presented their Procedure Text in front of the class. Since no one showed up, the teacher finally called the students' names randomly. After each student finished the presentation, the teacher gave feedback, corrected, and repeated important points. The teacher also asked them to answer their own questions based on what they had read.

The meeting time was ended. The teacher closed the class and gave the students information that in the next meeting would be a test by the researcher because the teacher had permission there is an event, and the students were expected to learn more the material given in procedure text.

c. Observing

This observation is a stage where researchers conduct observation stages during preliminary and learning process. From the pre-test results, it was found that the average score was 55.84%, with only two students scoring above the KKM. This indicates that many students still had low reading comprehension, as reflected in the test results, which also showed that many students answered the reading comprehension questions incorrectly.

Based on field notes at the first meeting show that students were interested and enjoyed the learning procedure text material. They understood the material well, including its meaning, and purpose. The PQ4R method to improve students' reading comprehension skills, it ran smoothly and effectively, the teacher's was so fun. many students actively participated when the teacher asked questions, many of them raising their hands and can answer the question.

The researcher also checked the field notes at the second meeting and found that the class conditions had improved. Students had understood the characteristics, structure, and how to present it. The PQ4R method made students more active and engaged in classroom. During presentation in front of the class, some students showed high confidence despite their pronunciation is bad and lack of vocabulary.

d. Reflecting

In this reflecting, the observer concluded the application of the PQ4R method for Procedur Text successfully improved reading comprehension. The following evidence that students can accept the PQ4R strategy well, most students paid attention to the teacher's explanation and were active in the learning process, such as answering questions, enthusiastic in discussions, and show off in front of the class. Furthermore this can be seen from the improvement in students' score post-test below:

Table 4.2
The Result of Post-test Score

No	Students Name	Score	Explanation
1	Achmad Dira R R	76	Complete
2	Ade Rizqi R	84	Complete
3	Ainun Septia R	84	Complete
4	Arjuna Hede	72	Not Complete
5	Dwi Oktavia	72	Not Complete
6	Evel Bintang M N	80	Complete
7	Halimatus Sakdiah	84	Complete
8	Juan Rafka D	76	Complete
9	M. Abdur R A	88	Complete
10	Maatul Achmad S	60	Not Complete
11	Mia Asqiatul J	80	Complete
12	Moch Arli Hastan S	76	Complete
13	Mohammad H A	80	Complete
14	M Abdul R	76	Complete
15	Muhammad Fais A	80	Complete
16	Muhammad Risky	84	Complete
17	M Zakariah I	64	Not Complete
18	Nafisa Khalidah Z	80	Complete
19	Riska Anindiya	76	Complete
20	Rizal Abdillah Faqih	76	Complete
21	Ro'if	88	Complete
22	Rosita Dela P	84	Complete
23	Solehah	76	Complete
24	Wahyulia Dinda N S	80	Complete
25	Farhan Kamilatun N	76	Complete
Total		1,952	
High Score		88	
Lowest Score		60	
Average Score		78,08%	

Formula if it is said to be successful:

- a. Mean of the students 8th D class score after cycle:

$$\mu = \frac{\sum x}{n}$$

Notes:

X : Mean/Average

$\sum x$: The sum of student's score

n : Total students

$$\mu = \frac{\sum x}{n} = \frac{1.952}{25} \times 100\% = 78,08\%$$

b. Students success:

$$P = \frac{R \times 100\%}{T}$$

Where:

P: The percentage of students who get the point 75.

R: The number of students who get the point above 75.

T: The total number of students who do the test.

$$P = \frac{R \times 100\%}{T} = \frac{21 \times 100\%}{25} = 84\%$$

The results of the test are shown in the table below:

Table 4.3

No	Students Name	Score	
		Pre-test	Post-test
1	Achmad Dira R R	44	76
2	Ade Rizqi R	64	84
3	Ainun Septia R	72	84
4	Arjuna Hede	48	72
5	Dwi Oktavia	44	72
6	Evel Bintang M N	52	80
7	Halimatus Sakdiah	68	84
8	Juan Rafka D	64	76
9	M. Abdur R A	76	88
10	Maatul Achmad S	36	60
11	Mia Asqiatul J	60	80
12	Moch Arli Hastan S	48	76
13	Mohammad H A	52	80
14	M Abdul R	56	76
15	Muhammad Fais A	56	80
16	Muhammad Risky	60	84
17	M Zakariah I	40	64
18	Nafisa Khalidah Z	64	80
19	Riska Anindiya	44	76
20	Rizal Abdillah Faqih	52	76
21	Ro'if	76	88
22	Rosita Dela P	64	84
23	Solehah	52	76
24	Wahyulia Dinda N S	56	80
25	Farhan Kamilatun N	48	76
Average		55,84%	78,08%

The findings of the study showed that during the pre-test, the average score was 55.84%, with the highest score of 76 and the lowest score of 36. Based on the success criteria, only 2 students with the percentage (0,08%) succeeded, which was still far below the reading comprehension success defined by standard minimum score above 75 equal to higher than 75% of total students in 8th D grade of SMP 01 Negeri Ranuyoso.

After the implementation and post-test, there was a significant increase in students' reading comprehension through using the PQ4R strategy. The post-test findings showed an average score of 78.08%, with the highest score of 88 and the lowest score at 60. It means only 4 students (0.84%) failed the test. According to Kemmis and Mc Taggart in Anne Burn, if the success criteria are not achieved in the first cycle then should be continue to the second cycle, however if the success criteria are achieved in the first cycle the teacher decided not to continue with the next cycle.³⁵ Given these findings, the researcher decided not to continue to the next cycle because the study was considered successful.

C. Discussion

This section presents the discussion of the research findings on reading comprehension learning using the PQ4R strategy. PQ4R (Preview, Question, Read, Reflect, Recite, and Review) is a reading strategy developed in 1984 that aims to improve students' active involvement in reading and help

³⁵ Syah and others. <https://ejournal.unisnu.ac.id/JPIT/article/view/526%0Ajournal.untan.ac.id>

strengthen their memory and understanding of the text. However, this strategy is still not widely used in the teaching and learning process in many schools, especially at the junior high school level.

In this study, the use of the PQ4R strategy gave a positive impact on students' reading comprehension. This was shown through the gradual improvement in students' scores from the pre-test to the post-test. The application of PQ4R made students actively participate in each stage of learning, starting from predicting the content, asking questions, reading attentively, reflecting on the reading, recalling information, and reviewing what they had learned.

The findings are also supported by previous research. Fitriani (2021) found that the PQ4R strategy significantly improved students' reading comprehension after being applied in the classroom³⁶. Similarly, Putri (2020) stated that students' reading level increased from "low" to "fair" after learning with PQ4R in reading materials³⁷. Prima Rahmadia which confirm that PQ4R can help improve students reading comprehension in various types of text, also helps students more active during learning.³⁸

The use of the PQ4R strategy in teaching procedure text also received a positive response from students. During the lessons, students were more focused and showed great interest and participation in the activities. They

³⁶ Fitriani, Supriusman, and Safriyanti. 'The Effect of Using PQ4R Strategy on The Ability of The Second Year Students of Mts Darul Hikmah Pekanbaru in Comprehending Recount Texts', *Madah: Jurnal Bahasa Dan Sastra*, 12.2 (2021), pp. 149–56, doi:10.31503/madah.v12i2.423.

³⁷ Putri, N. A. (2020). *PQ4R Strategy to Improve Reading Comprehension in Narrative Text*. *English Language in Focus (ELIF)*, 2(1), 35–42.

³⁸ Rahmadia and Fatimah. Rahmadia, P., & Fatimah, S. (2021, September). The Effectiveness of Implementing PQ4R Models on Improving Students' Reading Comprehension.

were not only able to understand the content but also showed critical thinking skills by asking questions and summarizing the text.

After applying the strategy and conducting the post-test, there was a significant improvement in students' reading comprehension. The average post-test score was 78.08, with the highest score of 88 and the lowest of 60. Only 4 students (0.84%) did not pass the test. This result shows that most students reached the minimum passing criteria (KKM).

The research was not continued to the next cycle because, according to Kemmis and McTaggart in Burns (2010), if the success criteria are achieved in the first cycle, the teacher does not need to continue to the next one. Therefore, it can be concluded that the PQ4R strategy is effective in improving students' reading comprehension of procedure texts in Grade 8.

In conclusion, the implementation of the PQ4R strategy effectively improved the reading comprehension skills of eight grade students at SMPN 01 Ranuyoso Lumajang. The PQ4R strategy helps students improve their reading comprehension actively, systematically, and in an enjoyable way. It is highly recommended for continuous use in learning other types of reading texts.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion from the research conducted in class VIII D at SMPN Ranuyoso Lumajang. The researcher concluded that students' reading comprehension enhanced progressively through the implementation cycle until the final test. This is showed from the pre-test results, where 55,84% average that only 2 out of 25 students (0.08%) achieved the passing standard criteria. After the implementation of the PQ4R method, the score increase to 21 out of 25 students (0.84%) that 78,08% average. This confirming the cycle 1 was success, indicated that the PQ4R method is effective in enhancing students' reading comprehension skills.

B. Suggestion

The success of teaching reading not only depend on the lesson plan but also important to know how teachers deliver the material and use various methods and techniques to manage the class and make more enjoyable. Regarding to the implementation teaching reading with the PQ4R method, the researcher provides several suggestions for teachers, students, and future researchers.

1. For Teachers

For teachers are recommended to update learning media to increase student enthusiasm so that students not get bored just focusing on

textbook, give students more opportunities to show off and express their ideas giving arguments to build confidence.

2. For Students

Students should be motivated and study hard to increase their reading comprehension and other skills as well. They must practice reading both inside and outside the classroom without hesitation and fear of making mistakes. Students also should pay attention to the teacher's explanation, and actively participate answering questions.

3. For Future Researcher

For other researchers, because the use of the PQ4R technique in English texts can improve students' reading comprehension, the researcher suggests they can try using the same technique using different reading texts to improve students' reading comprehension. Also, the research results can be used as additional references for further research with same technique and different samples.

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APPENDIX 1

RESEARCH MATRIX

Name : Zhafira Putri Maulida

Nim : 214101060016

TITTLE	VARIABLE	INDICATORS	SOURCH OF DATA	RESEARCH METHOD	RESEARCH QUESTION
The Implementation Of PQ4R Strategy To Improve Students' Reading Comprehension Skill At The Eight Grade Of SMPN 1 Ranuyoso Lumajang	1. Teaching reading Comprehension	1. Identifying Main Idea 2. Identifying Supporting Details 3. Understanding Vocabulary 4. Identifying Reference 5. Making Inference	1. The students of Junior High School 2. Document review	1. Research Approach: Classroom Action Research 2. Technique of data collection: <ul style="list-style-type: none"> • Observation • Test • Document review 3. Data analysis: <ul style="list-style-type: none"> • Qualitative Data • Quantitative Data 4. Validity data: <ul style="list-style-type: none"> • Content Validity 	How is the implementation of PQ4R strategy is able to improve students' reading comprehension skill at eight grade of SMPN 1 Ranuyoso Lumajang.
	2. PQ4R Strategy	1. Preview 2. Question 3. Read 4. Reflect 5. Recite 6. Review			

APPENDIX 2

DECLARATION OF AUTHENTICITY

The undersigned below:

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 Faculty : Education and Teacher Training
 Program : English Education

Declare that undergraduate thesis entitled **“The Implementation of PQ4R Strategy to Improve Students’ Reading Comprehension Skill at the Eight Grade of SMPN 01 Ranuyoso Lumajang”** is truly my original work from the result of conducting research at SMPN 01 ranuyoso lumajang, expect some resources which are accepted from references mentioned.

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Jember, March 17th 2025

I declared



Zhafira Putri Maulida
SRN. 214101060016



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-10072/In.20/3.a/PP.009/01/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 1 Ranuyoso Lumajang

Jl. Raya Ranuyoso, No.220, RT03 RW01, Ranuyoso, kec. Ranuyoso, kab. Lumajang.

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

NIM : 214101060016
Nama : ZHAFIRA PUTRI MAULIDA
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai **"The Implementation of PQ4R Strategy To Improve Students' Reading Comprehension Skill At The Eight Grade Of SMPN 1 Ranuyoso Lumajang**

selama 20 (dua puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Muhammad Adi,S.Pd.FIS.MM

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 13 Januari 2025

an. Dekan, Wakil Dekan Bidang
Akademik



KHOTIBUL UMAM

APPENDIX 4



PEMERINTAH KABUPATEN LUMAJANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 RANUYOSO

Jln Raya Ranuyoso No.220 Telp. (0334) 441528 Ranuyoso – Lumajang 67357

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SURAT KETERANGAN

Nomor: 400/063/427.43.20.27/2025

Yang Bertanda tangan di bawah ini :

Nama : **Muhammad Adi, S.Pd.Fis.M.M.**
NIP : 19650407 199001 1 002
Golongan/Ruang : Pembina TK.I, IV/b
Jabatan : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa nama Mahasiswi tersebut dibawah ini telah melakukan penelitian di SMP Negeri 1 Ranuyoso :


Nama : **Zhafira Putri Maulida**
NIM : 214101060016
Jurusan/Program Studi : Tadris Bahasa Inggris

Judul Observasi Penelitian: ***The Implementation of PQ4R Strategy To Improve Students' Reading Comprehension Skill At The Eigh Grade of SMPN 1 Ranuyoso Lumajang***

Tanggal Penelitian : 13 Januari s.d 01 Februari 2025

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Ranuyoso, 03 Februari 2025
Kepala SMPN 1 Ranuyoso



MUHAMMAD ADI, S.Pd.Fis.MM
NIP. 19650407 199001 1 002

APPENDIX 5

MODUL AJAR

INFORMASI UMUM	
A. IDENTITAS MODUL	
Satuan Pendidikan	: SMP Negeri 1 Ranuyoso
Mata Pelajaran	: Bahasa Inggris
Kelas/Fase	: VIII/D
Materi Pokok	: ProcedureText
Tahun Pelajaran	: 2024/2025
Alokasi Waktu	: 1 x 80 menit
B. KOMPETENSI AWAL	
Peserta didik mengenal dan memahami Procedure teks	
C. PROFIL PELAJAR PANCASILA	
Beriman dan bertaqwa, berkebhinekaan global, mandiri, kreatif, bernalar kritis	
D. TUJUAN PEMBELAJARAN	
<ul style="list-style-type: none"> ✦ Peserta Mengidentifikasi tujuan, struktur, dan ciri kebahasaan dari procedure text. ✦ Membaca dan memahami isi procedure text secara lisan dan tertulis. ✦ Menyusun procedure text dengan struktur dan kebahasaan yang tepat. ✦ Menyampaikan hasil diskusi secara lisan menggunakan bahasa Inggris secara sederhana. 	
E. MODEL PEMBELAJARAN/TEKNIK	
<ul style="list-style-type: none"> ✦ Model Pembelajaran: Ceramah, Diskusi, Presentasi. ✦ Metode Pembelajaran: PQ4R (<i>Preview, Question, Read, Reflect, Recite, Review</i>) 	
F. PERTANYAAN PEMANTIK	
<ul style="list-style-type: none"> ✦ Have you ever bought an electronic product? ✦ Did you find a user guide inside the box? 	

KEGIATAN PEMBELAJARAN (PERTEMUAN 1)

Kegiatan Awal (10 menit)	<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam. • Peserta didik berdoa sebelum memulai pembelajaran. • Guru Memeriksa kehadiran siswa dan memberikan apresiasi. • Guru memberikan pertanyaan pemantik (trigger questions) terkait topik yang akan dibahas dengan menunjukkan real things atau benda nyata. <ul style="list-style-type: none"> - Do you know what it is? (showing something) - Is that immediately like that? - What we call this activity? • Guru menyampaikan tujuan pembelajaran
-------------------------------------	--

Kegiatan Inti (60 menit)	<p>Preview</p> <ul style="list-style-type: none"> Guru menuliskan kata "Procedure" dan "Steps" di papan. Guru memantik siswa dengan bertanya tentang cara membuat sesuatu yang mereka kenal. Guru mengaitkan dengan contoh lokal. <p>Question</p> <ul style="list-style-type: none"> Guru membimbing siswa mengajukan pertanyaan: Apa itu procedure text? Bagaimana struktur procedure text? Apa saja ciri kebahasaannya? <p>Read</p> <ul style="list-style-type: none"> Guru menjelaskan struktur (goal, materials, steps), fungsi sosial, dan unsur kebahasaan procedure text. Siswa membaca contoh teks dari buku secara bergiliran. Guru membantu dalam pengucapan dan pemahaman kosa kata baru. <p>Reflect</p> <ul style="list-style-type: none"> Guru bertanya: "Apa yang kamu pelajari dari teks ini?" Siswa merefleksikan struktur dan tujuan dari teks. Guru menghubungkan dengan contoh di kehidupan nyata. <p>Recite</p> <ul style="list-style-type: none"> Guru meminta siswa menyusun teks prosedur rumpang. <p>Review</p> <ul style="list-style-type: none"> Siswa menunjukkan hasil pengerjaannya pada guru Guru memberikan umpan balik. Guru bersama siswa merefleksikan pembelajaran hari ini.
Kegiatan Penutup (10 menit)	<ul style="list-style-type: none"> Guru menyimpulkan materi hari ini. Guru memberi pesan moral tentang pentingnya mengikuti prosedur. Menutup pembelajaran dengan salam.
KEGIATAN PEMBELAJARAN (PERTEMUAN 2)	
Kegiatan Awal (10 menit)	<ul style="list-style-type: none"> Guru membuka pembelajaran dengan salam dan menyapa siswa. Memeriksa kehadiran siswa dan memberikan apresiasi atas semangat belajar. Guru memberikan pertanyaan pemantik "Masih ingat apa itu Procedure Text?" "Apa struktur dan ciri kebahasaannya?" Memberikan apresiasi dari antusias siswa dalam menjawab pertanyaan.
Kegiatan inti (60 menit)	<p>Preview</p> <ul style="list-style-type: none"> Siswa diminta membuka halaman 136-137 pada buku "English for Nusantara". Guru mengarahkan siswa mengamati gambar dengan seksama. Guru bertanya: "What do you think from that picture? What can you conclude from it?" <p>Question</p>

	<ul style="list-style-type: none"> Siswa diminta membuat pertanyaan mereka sendiri berdasarkan gambar dan teks menggunakan 5W1H. Guru meminta siswa membacakan pertanyaan yang mereka buat secara lisan. <p>Read</p> <ul style="list-style-type: none"> Siswa membaca teks prosedur pada halaman 136-137 selama 15 menit. Guru memberi tambahan penjelasan dan mengaitkan dengan kebiasaan hidup bersih. <p>Reflect</p> <ul style="list-style-type: none"> Guru menunjuk siswa secara acak untuk menjawab pertanyaan yang telah mereka buat sendiri berdasarkan teks. Siswa merefleksikan isi bacaan dan penerapannya dalam kehidupan nyata (misalnya: alasan pentingnya mencuci tangan). <p>Recite</p> <ul style="list-style-type: none"> Siswa diminta menulis ulang teks prosedur dari buku menggunakan kalimat sendiri tanpa melihat buku. <p>Review</p> <ul style="list-style-type: none"> Beberapa siswa dipanggil secara acak untuk mempresentasikan teks hasil tulisan mereka. Guru memberi masukan dan pertanyaan lanjutan: "Why do we need to follow the steps in order?" "What will happen if we skip a step?" Guru memberikan feedback
Kegiatan Penutup (10 menit)	<ul style="list-style-type: none"> Guru memberikan apresiasi kepada seluruh peserta didik yang telah mengikuti pembelajaran pada hari Guru dan peserta didik melakukan kesimpulan bersama dan refleksi mengenai pembelajaran hari ini. Menutup pelajaran dengan salam.

LAMPIRAN

MATERI

PROCEDURE TEXT

Video pembelajaran dari youtube

<https://youtu.be/4Agek0i8zwA?si=6FcGOAQYkotW-cSu>

A. Definition

A Procedure Text is a type of text that tells the reader how to do or make something through a sequence of steps.

Procedure text adalah teks yang memberikan panduan, petunjuk, atau instruksi kepada pembaca mengenai cara melakukan atau membuat sesuatu melalui langkah-langkah yang sistematis.

B. Purpose of ProcedureText

To explain how something is done, used, or made step by step.

Menjelaskan bagaimana cara melakukan sesuatu secara berurutan, mulai dari awal hingga selesai.

Rubrik Penilaian

a. Penilaian Sikap

No	Nama Siswa	Penilaian			
		Kerjasama	Tanggung Jawab	Bernalar Kritis	Total

b. Penilaian Pengetahuan

No	Nama Siswa	Penilaian			
		Structure	Vocabulary	Creative	Total

c. Penilaian Keterampilan

No	Nama Siswa	Penilaian			
		Pronunciation	Self Confidence	Performance	Total

Kriteria Penilaian

SB	= Sangat Baik	= 4	$\text{Nilai} = \frac{\text{skore}}{\text{maksimal}} \times 100$
B	= Baik	= 3	
C	= Cukup	= 2	
PB	= Perlu Bimbingan	= 1	

Pengayaan dan Remedial

- a. Pengayaan : Mini Project (peserta didik menuliskan prosedur pelaksanaan piket kelas)
- b. Remedial : 1. Rearranging Steps
2. Guided Writing (Isi Bagian yang Kosong)

Mengetahui,
Kepala Sekolah

Ranuyoso, 02 Januari 2025
Guru Mapel Bahasa Inggris

Muhammad Adi,S.Pd.Fis.MM
NIP. 19650407 199001 1 002

Lusiana, S.S

APPENDIX 6

TEST INSTRUMENTS

Pre-Test Reading Comprehension

Name :

Class :

Instruction: Read the text carefully and answer the questions based on the text.

How to Make a Delicious Pancake

This recipe will guide you to make a delicious and fluffy pancake for breakfast or any time of the day.

Ingredients:

1 cup of all-purpose flour	1 cup of milk
2 tablespoons of sugar	2 tablespoons of melted butter
1 tablespoon of baking powder	1 teaspoon of vanilla extract
A pinch of salt	A little butter or oil for cooking
1 egg	

Steps:

1. In a large bowl, mix together the flour, sugar, baking powder, and salt. Stir them until well combined.
2. In another bowl, beat the egg and then add the milk, melted butter, and vanilla extract. Mix them together until smooth.
3. Pour the wet ingredients into the dry ingredients and stir gently until just combined. Be careful not to overmix, as this will make the pancakes tough.
4. Heat a non-stick pan or griddle over medium heat and lightly grease it with butter or oil.
5. Pour about 1/4 cup of the pancake batter onto the pan for each pancake. Cook for 2-3 minutes, or until bubbles start to form on the surface of the pancake.
6. Flip the pancake carefully and cook for another 1-2 minutes until the other side is golden brown.
7. Remove the pancake from the pan and place it on a plate. Repeat the process with the remaining batter.
8. Serve the pancakes warm with your favorite toppings, such as syrup, fresh fruit, or whipped cream.

Questions:

1. What is the main idea of the text?
 - a. How to make a pancake.
 - b. The benefits of eating pancakes.
 - c. The history of pancakes.
 - d. The different types of pancakes.
2. What is the purpose of the text?
 - a. To explain how to make a pancake.
 - b. To describe the ingredients used in pancakes.
 - c. To compare different pancake recipes.
 - d. To explain the nutritional value of pancakes.
4. What should you do after mixing the wet and dry ingredients?
 - a. Pour the batter into the pan.
 - b. Let the batter sit for 10 minutes.
 - c. Stir the batter gently.
 - d. Add more sugar.
5. What does the word "**griddle**" in the text mean?
 - a. A type of pan used for cooking pancakes.
 - b. A kitchen tool for mixing ingredients.
 - c. A type of flour used in pancakes.
 - d. A kind of syrup used for pancakes.

3. What is the first step in making the pancake batter?
 - a. Mix the wet ingredients.
 - b. Beat the egg.
 - c. Mix the dry ingredients.
 - d. Add the vanilla extract.
7. What is the function of the baking powder in the pancake batter?
 - a. To make the pancakes sweet.
 - b. To make the pancakes fluffy.
 - c. To add flavor to the pancakes.
 - d. To make the pancakes crispy.
8. What does "it" refer to in the sentence "Remove the pancake from the pan and place it on a plate."?
 - a. The flour.
 - b. The pancake.
 - c. The pan.
 - d. The egg.
9. What can we infer about the pancakes if you overmix the batter?
 - a. The pancakes will be fluffy and soft.
 - b. The pancakes will be tough and hard.
 - c. The pancakes will be very sweet.
 - d. The pancakes will be undercooked.
10. What can we infer about the writer's purpose in writing this text?
 - a. The writer wants to encourage people to eat pancakes every day.
 - b. The writer wants to share a simple recipe for making pancakes.
 - c. The writer wants to explain how to cook different kinds of pancakes.
 - d. The writer wants to compare pancakes to other breakfast foods.
6. What does the word "**tough**" in the text mean?
 - a. Soft and chewy.
 - b. Hard and difficult to eat.
 - c. Sweet and delicious.
 - d. Crispy and crunchy.
11. What is the function of the melted butter in the pancake recipe?
 - a. To make the pancakes sweet.
 - b. To help the pancakes cook evenly.
 - c. To make the pancakes crispy.
 - d. To make the pancakes fluffy.
12. What is the function of greasing the pan with butter or oil?
 - a. To add flavor to the pancakes.
 - b. To prevent the pancakes from sticking to the pan.
 - c. To make the pancakes look golden brown.
 - d. To make the pancakes rise.
13. Which of the following is **NOT** an ingredient in the pancake recipe?
 - a. Flour
 - b. Sugar
 - c. Baking powder
 - d. Cocoa powder
14. Fill in the blank:
After cooking the pancakes, you should _____.
 - a. Let them cool.
 - b. Add more flour.
 - c. Serve them with toppings.
 - d. Stir the batter again.
15. Fill in the blank:
After cooking the pancakes, the next step is to _____.
 - a. Flip the pancake.
 - b. Serve them warm.
 - c. Add more sugar.
 - d. Stir the batter again.

The table below is for question number 16-20

The Ways To Activate the hand phone

1. First,open the cover of the hand phone
2. Secondly,open the battery part card of the phone and you can find sim card slot inside.
3. Third,insertk the sim card to the sim card slot and put back the battery.
4. Fourth,close the battery with a cover the hand phone.
5. Fifth, connect the cable of charger to the hole in bottom of the hand phone.Charging the battery may take four u to six hours.
6. Sixth,when the battery is fully charged,the bar will stop scrolling.
7. Seventh,we can activate the hand phone with pushing the button on the side of it.
8. Finally we are ready to use our hand phone

16. What the material of Procedure text above ?
 - a. Laptop
 - b. Printer
 - c. Handphone
 - d. Microwave
17. The text describes?
 - a. How to get a hand phone
 - b. How to activate a hand phone
 - c. The Materials of a hand phone
 - d. How to put a sim card
18. What should we do after inserting the sim card?
 - a. Open the cover of the hand phone
 - b. Disconnect the charger
 - c. Close the battery with the cover of hand phone
 - d. Insert the battery inside
19. The ways to activate the hand phone.
The synonmy of the underlined word is...
 - a. Ingredients
 - b. Performances
 - c. Steps
 - d. Devices
20. "Fifth, connect the cable of charger to the hole in the bottom of the hand phone."
The antonym of the underlined word is....
 - a. The height
 - b. The case
 - c. The length
 - d. The upper

Complete the following paragraph with suitable words

Omelet is an easy dish to make. First of all, prepare the(21). They are eggs,finely chopped onions, chopped chilies and tomato or other vegetables, salt to taste andoil.(22) the ingredients are ready, beat the eggs and add chopped onion, chilies,tomato until they are well mixed.(23) oil in a frying pan and add themixture.(24) over low heat and lift it and turn it over when it's already light brown and firm.(25) you omelet.

- | | | | | |
|-----|--------------|----------------|------------|------------|
| 21. | a. Equipment | b. Ingredients | c. Dishes | d. Flovour |
| 22. | a. When | b. While | c. After | d. Before |
| 23. | a. Heat | b. Heats | c. Heating | d. To heat |
| 24. | a. Boil | b. Fry | c. Cut | d. Stir |
| 25. | a. Enjoy | b. Eat | c. Take | d. Put |

Post-Test Reading Comprehension

Name :

Class :

Instruction: Read the texts carefully and answer the questions based on the information provided.

(.....)

This recipe will guide you to make a delicious omelette

Ingredients:

- Two eggs
- Onions
- Garlics
- Chilli (if you like spicy)
- Salt
- Vegetable oil

Steps:

- Firstly, cut into pieces the garlic, onions, and chilli
- Second, break the egg into a bowl
- Third, put the garlics, onions, chilli, and salt into bowl
- Then, mix them gradually
- The next step, heat a frying pan
- After that, pour the dough into the frying pan, wait until it looks yellowish
- Next, lift using a spatula and put it on a plate
- Finally, omelette is ready to serve.

Questions :

1. What is the appropriate title for the procedure text above?
 - a. The history of omelettes.
 - b. How to make an omelette.
 - c. Benefits of eating omelette.
 - d. Value of omelette.
2. What is the main idea of the text?
 - a. The steps to make a delicious omelette.
 - b. The ingredients needed to make an omelette.
 - c. The importance of mixing the ingredients properly.
 - d. How to serve an omelette on a plate.
3. Which ingredients are added to the bowl after breaking the eggs?
 - a. Garlics, onions, chilli, and salt.
 - b. Vegetable oil and water.
 - c. Garlics, onions, and vegetable oil.
 - d. Salt, vegetable oil, and sugar.
4. What should you do after heating the frying pan?
 - a. Break the egg into a bowl.
5. What does the word "**gradually**" in step 4 mean?
 - a. Slowly and carefully.
 - b. Quickly and roughly.
 - c. All at once.
 - d. Without stopping.
6. What is the meaning of "**dough**" in step 6?
 - a. A type of bread.
 - b. A thick mixture of ingredients.
 - c. A frying pan.
 - d. A type of egg.
7. What does the word "**it**" in step 7 refer to?
 - a. The frying pan.
 - b. The spatula.
 - c. The omelette.
 - d. The plate.
8. What does the word "**them**" in step 4 refer to?
 - a. The eggs and salt.
 - b. The garlic, onions, chilli, and salt.

- b. Pour the mixture into the frying pan.
 - c. Mix the ingredients gradually.
 - d. Cut the garlic, onions, and chilli into pieces.
9. Why do you think the garlic, onions, and chilli need to be cut into small pieces?
- a. To make them easier to mix with the eggs.
 - b. To make the omelette look colorful.
 - c. To reduce their spicy taste.
 - d. To cook them faster in the frying pan.
10. What can you infer about the frying pan before pouring the mixture?
- a. It should be cold.
 - b. It should be hot.
 - c. It should be filled with water.
 - d. It should be covered with a lid.
11. What is the structure of the text?
- a. Goal, Steps, Conclusion.
 - b. Goal, Ingredients, Steps.
 - c. Goal, Ingredients, Conclusion.
 - d. Introduction, Ingredients, Steps.
12. Which part of the text explains what is needed to make an omelette?
- a. The "Steps" section.
 - b. The "Ingredients" section.
 - c. The "Serving" section.
 - d. The "Goal" section.
13. What does the word **finally** in step 8 indicate?
- a. The first step in making an omelette.
 - b. The last step in making an omelette.
 - c. A step that should be skipped.
 - d. A step to repeat.
14. What should you do after mixing the ingredients in the bowl?
- a. Pour the dough into the frying pan.
 - b. Heat the frying pan.
 - c. Cut the garlic and onions.
 - d. Serve the omelette.
15. Complete the next step: After heating the frying pan, _____.
- a. Serve the omelette on a plate.
 - b. Mix the ingredients gradually.

- c. The frying pan and spatula.
- d. The bowl and plate.

Reading questions 16-20 !

How to Borrow a Book from the School Library

Borrowing a book from the school library is very easy. First, go to the library during break time or after school. Then, choose the book you want to borrow. After that, take the book to the librarian. Give the librarian your student card. The librarian will scan your card and record the book. Finally, the librarian will return your card and let you take the book home. Remember to return the book on time, usually in one week.

16. What is the main purpose of the text above?
- a. To explain how to read a book.
 - b. To describe the school library.
 - c. To tell how to borrow a book from the library.
 - d. To inform about the types of books in the library.
17. When can students borrow a book from the library?
- a. In the morning only
 - b. During break or after school
 - c. After class starts
 - d. Before going home
18. "Give the librarian your student card." What does the word "give" mean in the sentence?
- a. Take
 - b. Show
 - c. Hand over
 - d. Throw
19. What should the student do after choosing the book?
- a. Return the book
 - b. Read the book
 - c. Scan the book
 - d. Take it to the librarian
20. What can happen if you don't return the book on time?

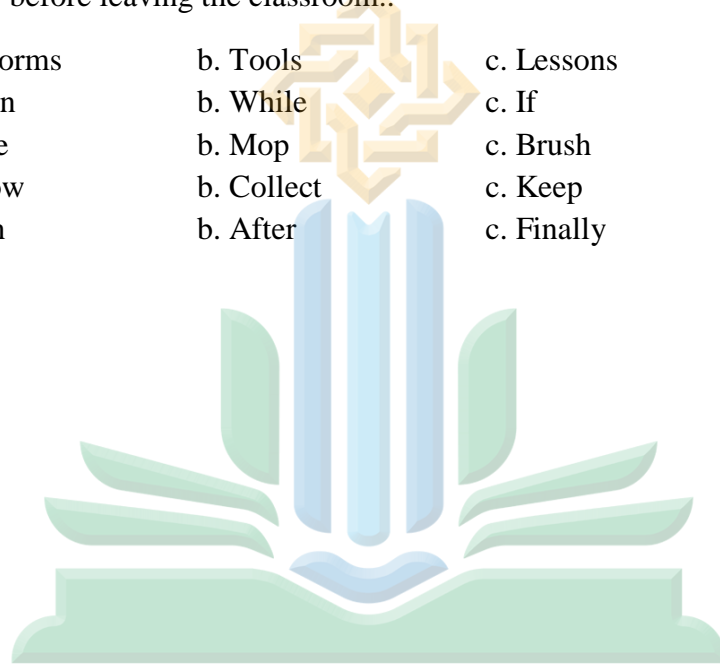
- c. Pour the dough into the frying pan.
- d. Cut the ingredients into pieces.

- a. You can borrow more books
- b. You may get a warning
- c. You can keep the book
- d. You will get a gift

Complete the following paragraph with suitable words

Cleaning the classroom is one of the students' responsibilities at school. First, prepare the necessary(21), such as a broom, a dustpan, a mop, and a trash bag.(22) all the tools are ready, start by sweeping the floor to remove dust and litter. Then,(23) the floor with a mop and clean water. After that,(24) the trash and throw it in the garbage bin.(25), make sure everything is tidy before leaving the classroom..

- | | | | | |
|-----|-------------|------------|------------|-----------|
| 21. | a. Uniforms | b. Tools | c. Lessons | d. Papers |
| 22. | a. When | b. While | c. If | d. Before |
| 23. | a. Wipe | b. Mop | c. Brush | d. Dry |
| 24. | a. Throw | b. Collect | c. Keep | d. Pick |
| 25. | a. Then | b. After | c. Finally | d. First |



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 7

OBSERVATION SHEET

The Result of Pre-test

No	Students Name	Score	Explanation
1	Achmad Dira R R	44	Not Complete
2	Ade Rizqi R	64	Not Complete
3	Ainun Septia R	72	Not Complete
4	Arjuna Hede	48	Not Complete
5	Dwi Oktavia	44	Not Complete
6	Evel Bintang M N	52	Not Complete
7	Halimatus Sakdiah	68	Not Complete
8	Juan Rafka D	64	Not Complete
9	M. Abdur R A	76	Complete
10	Maatul Achmad S	36	Not Complete
11	Mia Asqiatul J	60	Not Complete
12	Moch Arli Hastan S	48	Not Complete
13	Mohammad H A	52	Not Complete
14	M Abdul R	56	Not Complete
15	Muhammad Fais A	56	Not Complete
16	Muhammad Risky	60	Not Complete
17	M Zakarieh I	40	Not Complete
18	Nafisa Khalidah Z	64	Not Complete
19	Riska Anindiya	44	Not Complete
20	Rizal Abdillah Faqih	52	Not Complete
21	Ro'if	76	Complete
22	Rosita Dela P	64	Not Complete
23	Solehah	52	Not Complete
24	Wahyulia Dinda N S	56	Not Complete
25	Farhan Kamilatun N	48	Not Complete
Total		1.396	
High Score		76	
Lowest Score		36	
Average Score		55,84%	

Observation Students' Participation Checklist

MEETING 1

No	Indicators	Criteria				
		1	2	3	4	5
1	Students pay attention when the teacher is doing teaching and learning in the class			V		
2	Students can read the material that is given by the teacher			V		
3	Students can answer the questions that are deliver by the teacher				V	
4	Students can find the difficult word in the text			V		
5	Students understand the characteristics and structure of the text		V			
6	Students are actively involved in class discussions			V		
7	Students show confidence during presentation		V			
8	Students engage in learning despite limited vocabulary or pronunciation			V		

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J E M B E R

Observation Students' Participation Checklist

MEETING 2

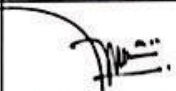

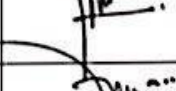
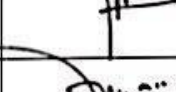
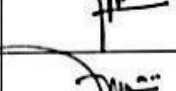
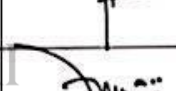

No	Indicators	Criteria				
		1	2	3	4	5
1	Students pay attention when the teacher is doing teaching and learning in the class				V	
2	Students can read the material that is given by the teacher			V		
3	Students can answer the questions that are deliver by the teacher					V
4	Students can find the difficult word in the text				V	
5	Students understand the characteristics and structure of the text				V	
6	Students are actively involved in class discussions					V
7	Students show confidence during presentation			V		
8	Students engage in learning despite limited vocabulary or pronunciation			V		

No	Criteria
1.	Very Poor
2.	Poor
3.	Fair
4.	Good
5.	Very Good

APPENDIX 8

RESEARCH JOURNAL

Name : Zhafira Putri Maulida
 NIM : 214101060016
 Title : The Implementation Of Pq4r Strategy To Improve Students' Reading Comprehension Skill At The Eight Grade Of Smpn 1 Ranuyoso Lumajang
 Location : SMPN 1 Ranuyoso Lumajang

No	Day/Date	Activity	Paraf
1	Monday, 13th of January 2025	The researcher ask permission to conduct an research	
2		The researcher consult with teacher	
3	Tuesday, 14th of January 2025	The researcher applies the action (pre-test)	
4	Wednesday, 15th of January 2025	The researcher applies the action first meeting	
5	Thursday, 16th of January 2025	The researcher applies the action second meeting	
6	Wednesday, 22th of January 2025	The researcher applies the action third meeting (post test)	
7	Friday, 01th of February 2025	The researcher asking for a letter of research finishing	

Kepala SMPN 01 Ranuyoso



Muhammad Adl.S.Pd.Fis.MM

APPENDIX 9

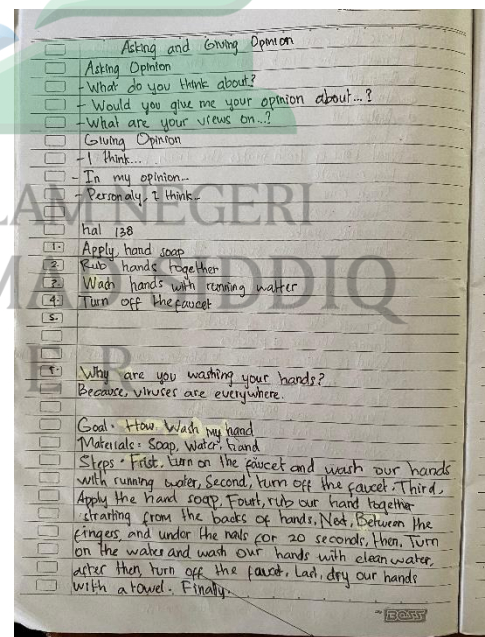
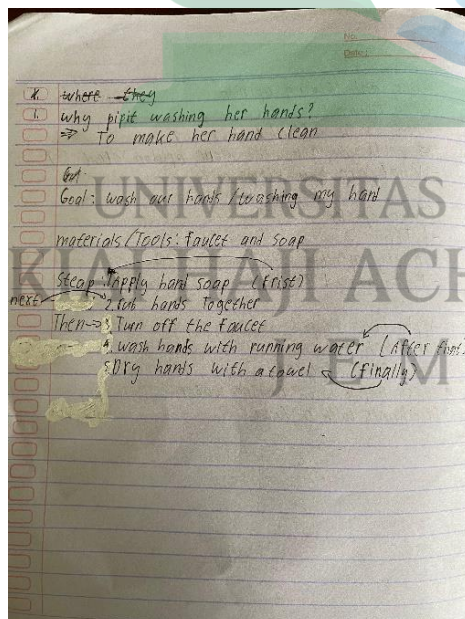
DOCUMENTATION



Discussion with English Teacher



Pre-test meeting



Students summary

Meeting 1
The implementation of PQ4R strategy



Meeting 2
The implementation of PQ4R strategy
students presentation their work



Pre-test meeting



Head Master SMPN Ranuyoso



Last Day Farewell

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JEMBER



Last Day Farewell

APPENDIX 10

CURRICULUM VITAE



1. Personal information

Name : Zhafira Putri Maulida
 Nim : 214101060016
 Gender : Female
 Place Of Birth : Lumajang
 Date Of Birth : 20 Mei 2004
 Address : Rt/Rw 10/01 Ds. Krajan Kec. Ranuyoso
 Kab. Lumajang, East Java
 Religion : Islam
 Email : Maulidyara20@Gmail.Com

2. Educational background

2009-2010	TK Dharma Wanita
2010-2016	SD Negeri Ranuyoso 01
2016-2019	SMP Badridduja Full Day School
2019-2021	SMA Unggulan Haf-Sa Zainul Hasan Bppt Genggong
2021-Nowdays	UIN KHAS Jember