

**THE USE OF PQ4R
(PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW)
STRATEGY TO IMPROVE READING SKILL AT 2nd GRADE OF SMK
AS SYAFAAH IN ACADEMIC YEAR 2024 - 2025**

THESIS



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OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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to fulfilment of the requirement for a Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training English Education Program



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It has been examined and approved
To fulfill the requirements of Bachelor Degree (S. Pd.)
English Education Program
Islamic Studies and Language Education Department
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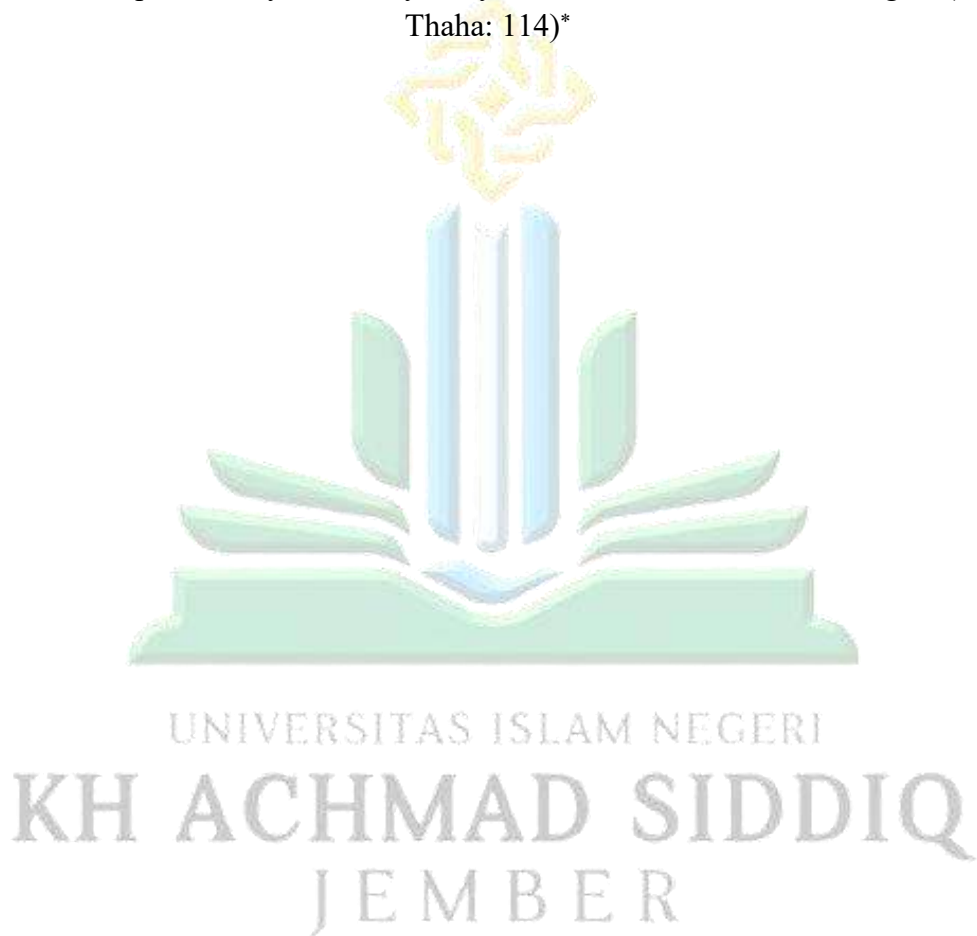


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MOTTO

فَتَعَلَى اللَّهِ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَى إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ
زِدْنِي عِلْمًا ﴿١١٤﴾

Glorified is Allah, the true King. Do not hasten to recite the holy Qur'an before it has been completed for you and say, "My Lord, increase me in knowledge". (Q.S: Thaha: 114)*

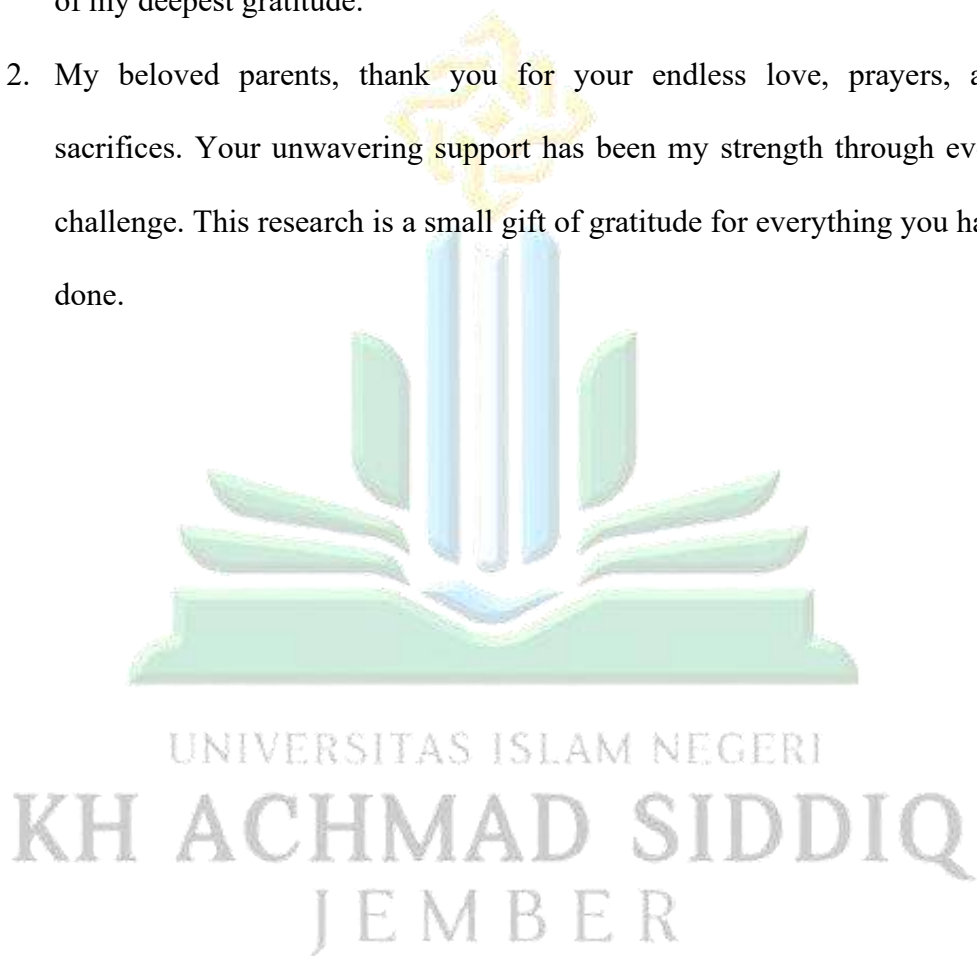


*Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation*, accessed (May, 2025), <https://quranyusufali.com>

DEDICATION

With respect and pleasure, I dedicated this thesis for:

1. All praise to Allah SWT, the Most Gracious, who has granted me the strength and guidance to complete this research. Without Your help, none of this would have been possible. To You, I dedicate this work as a token of my deepest gratitude.
2. My beloved parents, thank you for your endless love, prayers, and sacrifices. Your unwavering support has been my strength through every challenge. This research is a small gift of gratitude for everything you have done.



ACKNOWLEDGEMENT

In the name of God, Allah, the most gracious and the most merciful, praise to Allah for giving me mercy and blessing, health, and opportunity to finish this undergraduate thesis well. And Sholawat and Salam may be delivered to our prophet Muhammad SAW who has guided us to today civilization that is full of light and sciences.

At this part, the writer would like to express his gratitude and appreciate some people who help, contribute, and encourage the researcher in the process of this undergraduate thesis arrangement:

1. Prof. Dr. H. Hepni Zein, S.Ag., M.M., the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this university.
2. Dr. Abdul Mu'is, S. Ag., M. Si, the dean of the faculty of Tarbiyah and teacher training of State Islamic University Kiai Haji Achmad Siddiq Jember who has facilitated my study in this faculty.
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5. Nur Ittihadatul Ummah, S.Sos.I., M.Pd.I. who has and supported and facilitated me in many matters.

6. As'ari, M.Pd. My supervisor who has advised, guided, and supported me during the writing of this thesis.
7. All lecturers of English Education Department who has given the writer precious knowledge and experience during the entire semesters of study.
8. All staffs of main library of State Islamic University of Kiai Haji Achmad Siddiq Jember who have given the writer help to find many references used in this undergraduate thesis.
9. Participants especially the Teachers and Students of SMK Asy – Syafa'ah in this research who are willing to be involved in a series of learning activities and in-depth interview session.

The author recognizes that there is still potential for improvement in the writing and language of this thesis. For this reason, the author is open to critiques and suggestions that could assist to make this thesis better yet. It is hoped that future researchers will find this thesis to be useful. May Allah SWT return the extraordinary kindness of those who have assisted me to accomplish my thesis.

UNIVERSITAS ISLAM NEGERI Jember, May 2025
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J E M B E R

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Ahmad Hamdan Maulana

ABSTRACT

Ahmad Hamdan Maulana, 2025: *The Use of Pq4r (Preview, Question, Read, Reflect, Recite, Review) Strategy To Improve Reading Skill At 2nd Grade of SMK As Syafa'ah In Academic Year 2024 – 2025.*

Keywords: *PQ4R Strategy, Reading Skill*

Relating the importance of reading skills to learn English in academics, reading helps students to think more clearly and deeply. Reading skills in English include sufficient knowledge and the ability to express thoughts and ideas in reading text. Some specific readings include factual information, main idea, vocabulary, reference, and inference. The students can improve their reading skills with the Pq4r strategy through previewing, questioning, reading, reflecting, reciting, and reviewing. Moreover, reading skills are one of the 4 important basic skills in English, therefore the main objective of reading is directed to improve students' skills in English.

The research question of this research is "How Could the use of the PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy Improve Reading Skills in 2nd Grade of SMK Asy-Syafa'ah?". Based on the research question the research objective is to Improve students' reading by using PQ4R strategy at 2nd Grade of SMK Asy- Syafa'ah that had problem in reading.

The study used Classroom Action Research (CAR). The research design was collaborative classroom action research. The location was SMK As – Syafa;ah The participants of this research were the students of 2nd grade of SMK Asy-Syafa'ah which consisted of 15 students. The research was carried out in one cycle, which consisted of planning, implementing, observing, and reflecting. Data collection techniques used in this research were student's reading test (Multiple-choice), observation, interview, and field note. This research used content validity, which involved the English teacher as a validator of the reading test.

The result of student's reading test scores after the cycle showed that the percentage 66,6% or 10 students from all students with the average was 76 who passed the KKM and for the students who did not pass the KKM was 5 students. It could be said that the implementation of the PQ4R strategy to improve students' reading skills in the 2nd grade of SMK Asy-Syafa'ah was successful. The observation result concluded by applying PQ4R students could find factual information, understand the main idea, guess the meaning vocabulary, refer to the object from the subject (reference), and imply the text (inference)

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CHAPTER I

INTRODUCTION

A. Research Background

One of the English language abilities that is seen to be crucial for personal development in many facets of life is reading. We are unable to avoid this action every day. In addition to numerous other writings, we read newspapers, reports, messages, books, and notes. For this reason, reading skills in English are taught to students in schools. Students can learn how English is utilized in written and printed formats by reading. Reading is the most crucial task in any language class. Reading is a way to strengthen one's command of a language in addition to being an enjoyable hobby and information source. To put it another way, students can get knowledge, enjoyment, and information from reading activities.

Reading also requires creativity and critical thinking. The information and skills needed for these activities are crucial for the readers. Reading also serves additional purposes, and any exposure to English is beneficial for language learners as long as they comprehend it to a reasonable degree. As part of the language acquisition process, at least some of the language is retained in their memory, if the reading material is very interesting and captivating, acquisition is probably going to be even more successful.¹

Allah SWT has said in the Qur'an Surah Al-Jumu'ah verse 2 as follows:

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

هُوَ الَّذِي بَعَثَ فِي الْأُمِّيِّينَ رَسُولًا مِّنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ
الْكِتَابَ وَالْحِكْمَةَ وَإِنْ كَانُوا مِن قَبْلُ لَفِي ضَلَالٍ مُّبِينٍ ﴿٢﴾

Meaning: He is the One (Allah) who sent a Messenger (Prophet Muhammad) to an illiterate people from among themselves, to recite His verse to them, purify their soul, and teach them the holy book (Al-Qur'an) and Wisdom (the Sunnah), even though they had previously been in manifest error.

Allah explains that He is the One who sent a Messenger from among the Arabian, who were illiterate and did not know how to read and write at the time, namely Prophet Muhammad (Peace be Upon Him). His mission included the following.

1. Reciting the Holy Qur'an, which provides guidance and direction for achieving goodness in both this life and the Hereafter.
2. Purifying them from wrong beliefs, polytheism, and the harsh traits of ignorance, therefore, they should believe in Allah, not follow misleading leaders, and stop worshipping idols like stones, statues, trees, etc.
3. Teaching them the book, which contains religious laws and the wisdom.²

Richards states that reading is the process of perceiving a written material in order to comprehend its context.³ It implies that reading is an activity that is primarily done by the brain and eyes. The brain has to determine the meaning of the messages that are sent to the eyes. Additionally, humans get information through their eyes, and their brains interpret it. Harmer states that "Reading is a receptive skill,". The ability to determine

² Qur'an NU online, QS Al-Jumu'ah ayat 2

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

meaning from the interaction that one sees or hears is known as receptive abilities.⁴ In summary, reading allows people to acquire information from their eyes and brains, making it a receptive talent. People who read regularly must use sophisticated cognitive and visual processes to extract the main ideas or messages from printed texts.

According to Nunan, reading is a fluid process in which readers combine information from the text with their own previous knowledge to construct meaning.⁵ It indicates that when reading, students should mix information from the text with their prior knowledge to gain comprehension of the material. In general, reading is a process of learning about information in a text that incorporates the reader's previous understanding into the analysis of the material to help the reader comprehend what the writer wants the reader to know.

Thomas and Robinson, referenced in Masnun, claim that PQ4R is a methodical approach that consists of many processes. They are: Preview, Question, Read, Reflect, Recite, and Review. Every stage aims to maximize the students' capacity to develop the concept, acquire the knowledge, and encourage them to identify the new vocabulary.⁶ Students must be more diligent, cautious, and thorough in order for the PQ4R strategy to be implemented successfully, which takes time. Students will learn in

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

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

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

groups and have more opportunities to participate in learning activities during cooperative learning, which increases their chances of understanding the PQ4R strategy and improving their learning results when it comes to the English language recall content.

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

A text is a unit that has context-based meaning. Hartono contends that a text is an integrated, contextually appropriate unit of meaning. Moreover. Text is anything in the writing area that makes sense and fits the situation. Descriptive texts are among the several types of texts. The researcher employed descriptive text to observe the impact of the PQ4R Strategy.

A few researchers studied the PQ4R approach. Mita Afrianti did a study on the effect of the PQ4R strategy students' reading comprehension of descriptive text for the eighth Grade at SMP Negeri Pekanbaru⁸. The study's findings demonstrated that students' reading comprehension of descriptive texts is significantly impacted by the PQ4R strategy. The effectiveness of the PQ4R strategy in enhancing students' reading comprehension of descriptive texts was the subject of another study conducted by Dendi Sirojudin (an

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

⁸ Mita Afrianti, *The Effect of Using PQ4R Strategy on Students' Reading Comprehension of Descriptive Text for The Eighth Grade at SMP Negeri Pekanbaru*, 2024

experimental study at the VIII grade students at MTS Raudlatul Muta'allimin)⁹. The results of the research demonstrated that the PQ4R Strategy can enhance students' understanding of what they read.

One of the English teachers at SMK Asy-Syafa'ah noticed students had some trouble learning to comprehend what they read. Finding factual information, understanding the main idea, guessing the meaning of vocabulary, refers the object from the subject (reference), and implying the text (inference) context are still some of the challenges that the students face. It includes all components of reading skill.

The primary issue of students appeared poor reading skills. They said that reading was a difficult task since they had to read long sentences or text from written materials and then respond to questions based on those passages. When given multiple-choice examinations, they would often ignore the questions and gamble with the answer if they were unfamiliar with the language used in the long paragraph. Therefore, the researcher is interested and considers it necessary to conduct a study using the PQ4R strategy on students' reading skills for 2nd grade of SMK Asy-Syafa'ah by choosing an appropriate title **“The Use of PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy to Improve Reading Skill at 2nd Grade of SMK Asy-Syafa'ah Academic Year 2024-2025”**

⁹ Dendi Sirojudin, *The Effectiveness of PQ4R Strategy in Improving Students' Reading Comprehension on Descriptive Text (An Experimental Study at The VIII Grade Students of MTS Raudlatul Muta'alimin)*, 2015

B. Research Question

In accordance with the previously mentioned study background, the researcher developed the research question, which is: How Could the use of PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy Improve Reading Skill at 2nd Grade of SMK Asy-Syafa'ah?

C. Research Objective

Based on the research question, the objective of this research is formulated as follow: To Improve students' reading by using PQ4R strategy at 2nd Grade of SMK Asy- Syafa'ah that had problem in reading.

D. Research Significance

The researcher expects that the findings of this study will also help readers in the process of learning English, particularly in terms of enhancing reading skill.

A significance might be classified as either theoretical or practical

1. Theoretical Significance

The findings of this study can be used to support the current theories on the PQ4R Strategy and reading descriptive texts.

2. Practical Significance

The findings of this study can be used as references to teach reading using the PQ4R strategy, as well as by future researches interested in the same or related issue.

E. Action Hypothesis

The hypothesis derived from the previous objectives suggests that employing the PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy may help students improve their reading skills. The PQ4R strategy is seen to be highly beneficial in providing simple stages for comprehending the content. PQ4R steps might make it easier for students to figure out the text's structure, much like in descriptive texts. By understanding the PQ4R strategy processes, students can practice the topic more effectively.

Therefore, it can be hypothesized that PQ4R strategy can help the students to improve their reading through the advantages of PQ4R which helps the students to easily understand and better practice the material.

F. Definition of Key Term

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

1. Reading Skill

Reading skills are abilities related to the ability to read, understand, decode, and interpret written language and texts. Reading skills is also necessary for clear written communication, which helps reduce misunderstandings and miscommunications about expectations at work.

2. PQ4R Strategy

PQ4R Strategy is the systematic strategy consist of several those are:

Preview, question, read, reflect, recite, and review.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Previous studies were significant in a few cases. These might serve as references to support this research. Several researchers have already undertaken this research, but each study was unique. This results from differences in study locations, research items, and the literature that researchers employ. The author selected five groundbreaking researchers.

The first research investigation was conducted in 2019 by Heni Septianing Tyastuti entitled “The Effectiveness of Using PQ4R Strategy in Teaching Students Reading Comprehension of Narrative Text at The First Grade of Senior High School.” The study aims to determine how well the PQ4R strategy works to enhance first-grade senior high school students’ reading comprehension of recount texts.¹⁰ According to the study’s findings, PQ4R helps students improve their reading comprehension. Furthermore, first-grade senior high school students can be taught reading comprehension using the PQ4R strategy.

The second previous investigation was conducted in 2020 by Evi Herliza and was titled “The Effect of PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy on Students’ Reading Comprehension”.

The goal of the study was to determine how the PQ4R strategy affected the

¹⁰ Heni Septianing Tyastuti, *The Effectiveness of Using PQ4R Strategy in Teaching Students Reading Comprehension of Recount Text at The First Grade of Senior High School*. (Undergraduate Thesis, Islamic State Institution of Tulungagung, 2019), 5.

reading comprehension of eleventh grade students at MAS Jauharus Sa'adah Batang Asai Sarolangun.¹¹ According to the research's findings, the test's mean data was $0,015 < 0.05$. In summary up, students who were taught the PQ4R strategy overtook those who were taught the creating connection strategy.

The third previous investigation was conducted in 2020 by Prima Rahmadia and Siti Fatimah entitled "The Effect PQ4R Strategy and Reading Motivation for Students Reading Comprehension". The study's goals are to determine whether there is a (1) significant impact on students' reading comprehension, (2) PQ4R strategy has a better effect on students who are motivated to read, and (3) there is an interaction between PQ4R strategy and students' reading and motivation toward students' reading comprehension.¹² Additionally, the IX IPS1 class was used as the experimental class utilizing the PQ4R, while the IX IPS3 class was used as the control class using the traditional method. The research was conducted on class IX SMP Muhammadiyah 3 Padang. According to the findings of this study, students who are given the PQ4R and traditional models have an impact on their reading comprehension. The second is that students with low, medium, and high levels of learning motivation all have similar reading comprehension.

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

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

The learning model and reading motivation interact, which brings us to the third point.

The fourth previous investigation was conducted in 2021 by Mala Hayati entitled “The effect of using PQ4R method on students’ ability in reading comprehension at eight grades of SMPN 3 satu atap Pangkalan susu”. Determining the effect of the PQ4R approach on students’ reading comprehension is the goal of this study. Students at SMPN 3 Satu Atap Pangkalan Susu in the eighth grade were the subject of this investigation. There were pre- and post-tests in this quasi-experimental study.¹³

The last previous investigation was conducted in 2024 by Mita Afrianti in 2024 entitled “The Effect of Using PQ4R Strategy on Students’ Reading Comprehension of Descriptive Text for The Eight grade at SMP Negeri 23 Pekanbaru”. This research was carried out in response to students’ difficulties with reading comprehension, particularly when it comes to descriptive text. In summary, eighth-grade students at SMP Negeri 23 Pekanbaru significantly improved their reading comprehension of descriptive text when they used the PQ4R strategy.¹⁴

¹³ Mala Hayati, *The Effect of using PQ4R method on students’ ability in reading comprehension at eight grades of SMPN 3 satu atap Pangkalan susu*

¹⁴ Mita Afrianti, *The Effect of Using PQ4R Strategy on Students’ Reading Comprehension of Descriptive Text for The Eight grade at SMP Negeri 23 Pekanbaru*. (Undergraduated Thesis: State Islamic University of Sultan Syarif kasim Riau, 2024)

Table 2.1 Differences and Similarities of this research and the previous one

No	Title	Similarities	Differences
1.	The Effectiveness of Using PQ4R Strategy in Teaching Students Reading Comprehension of Narrative Text at The First Grade of Senior High School.	1. The PQ4R Strategy is being used by both as the research strategy.	1. The Previous research was using Narrative text as the material and this study use Descriptive text as the material. 2. The Subject of previous research was at 1 st grade.
2.	The Effect of PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy on Students' Reading Comprehension.	1. Reading was the subject of both studies.	1. The Previous research was using quantitative method: Experimental. 2. The participant was at Junior High School.
3.	The Effect PQ4R Strategy and Reading Motivation for Students Reading Comprehension	1. The PQ4R Strategy is being used by both as the research strategy.	1. The Previous research was using quantitative method: Experimental 2. The participant was Junior High School student.
4.	The effect of using PQ4R method on students' ability in reading comprehension at eight grade of SMPN 3 satu atap Pangkalan susu.	1. Reading was the subject of both studies.	1. The previous research was used quasi experimental method. 2. The subject of previous research was Junior High School Students.
5.	The Effect of Using PQ4R Strategy on Students' Reading Comprehension of Descriptive Text for The Eight grade at SMP Negeri 23 Pekanbaru	1. The material for both studies were descriptive text.	1. The previous research was used quasi experimental method. 2. The subject of previous research was Junior High School Students.

Based on the description provided above, it is possible to conclude that there were similarities and differences between this research and past studies. It showed that implementing the PQ4R strategy was very beneficial to improving students' reading skill. The PQ4R strategy made a simple step in the classroom during teaching and learning activities. Furthermore, the focus of this study is the second grade at SMK Asy-Syafa'ah.

B. Theoretical Framework

1. Reading

a. Definition of Reading

Reading is the interaction between the reader and the text. Many linguists define reading in various ways, such as, Albert J. Harris describes reading as the meaningful interpretation of written or printed verbal symbols. Reading is an existential aspect of speech communication and a process incorporating meaning, lately it cannot be emphasized that meaningful reaction is at the centre of the reading experience. Reading is a very sophisticated process in which perceptual abilities impact the recognition and comprehension of written symbols. The reader's capacity to analyse words, experiences, language background, mentality, and reasoning abilities.¹⁵

¹⁵ Albert. J Harris, *How to Increase Reading Ability: A Guide to Development and Remedial Methods, Fifth Edition*, (New York: David Mc kay Company, 1969), p. 3-7

Furthermore, Otto argues that reading is more than simply uttering word, it is always a process of obtaining meaning.¹⁶

Reading is an activity in which someone obtains knowledge about something. It should include all sorts of thinking, evaluation, judgment, imagining, reasoning, and problem solving. Reading may awaken sentiments and significantly change emotional attitudes, in addition to intellectual implications. Furthermore, reading may be viewed as a dialogue between the reader and the text, or even between the reader and the author.¹⁷ The characteristics of dialogue (two or more people), the relationship between the ideas being discussed, and so on.

Furthermore, David Nunan defines reading as a fluid process in which readers combine information from a book with their own past knowledge to construct meaning.¹⁸ It refers to how the reader mixes each word to produce the relevant notion or information that they want. In other words, reading means seeing the written form of language, whether visually or kinaesthetically.

Furthermore, reading is a difficult talent that requires a variety of other skills.¹⁹ The first of them is the capacity to recognize stylized

¹⁶ Wayne Otto, *How to Teach Reading*, (USA: Addison Wesley Publishing company, 1979), p. 147

¹⁷ Patricia Hedge, *Teaching and Learning in the Classroom*, (Hongkong: Oxford University Press, 2000), p.8

¹⁸ David Nunan, *Practical English Language Teaching*, (New York: Mc. Grow Hill, 2003), p. 68

¹⁹ Geoffrey Broughton and others, *Teaching English as Foreign Language*, (London: University of London Institute of education, 2003), p. 89-90

forms, which are figures on a background, curves, lines, and dots in a patterned connection. The second skill required for the difficult is the capacity to link the black markings on the paper with the patterned forms. It is difficult to learn to read without having the ability to acquire language. A third talent that is included in the entire skill of reading is an intellectual skill: the capacity to link the black lines on the page using the formal aspect of language, let us say the words as sound, with the meanings that those words represent.

Reading, as explained above, is the process of conveying meaning or interpreting information into a meaningful word. Readers also work to connect a large number of words or sentences and read efficiently.

b. Component of Reading skill

According to King and Stanley (1989) in Nurdiana (2017), the components of reading skill are as follows:

1) Factual Information

Factual information requires reader to analyse specific details. The reader must understand the factual information and able to find detail information such as person, place, event and time.

2) The Main Idea

It is very important for readers to know the main idea of each passage because it will help them remember the content of the

passage after reading it. Readers can not only understand the ideas written in they text, but they can also understand the relative meaning of those idea.

3) Vocabulary

It means that the readers should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.

4) Reference

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun such as: it, she, he, they, this, etc.

5) Inference

Readers should have the ability to read between the lines. After reading and trying to understand each line, readers must identify conclusion based on what they have understood from the text.

Thus, reading skill can be obtained by readers when they fulfil these components. Readers should be capable to find factual information or detail information in the text. Then, readers should try to figure out the meaning of the text, not only the idea of text. If readers find difficult words that they do not knowing the meaning, they should try to guess the meaning. Readers also should have the

ability to know reference words because it is helpful to make them more understanding between one sentence and another sentence. Last, readers should try to infer the meaning and find out the implied meaning of the text. These components are important to obtain reading skill. Therefore, readers should pay attention more on the components.

c. Theories of Reading Skill

Before dealing with the definition of reading skill, it is necessary to define the words “Reading and Skill”. Lamuhiddin in Hasriani says that reading is a complex process in which the reader uses mental content to obtain the meaning from written materials, and the understanding of skill is an ability to increase the quality of reading process.²⁰

Reading is selective process. It involves partial use of available minimal language cues selected from perceptual input on the expectation.²¹

In foreign Language Learning, reading is like wise a skill that teacher simply, expect learners to acquire. Reading, arguably the most essential skill for success in all educational context, remains, a skill of

²⁰ Hasriani, *The Ability of Reading Skills of the First years Students of SMA Negeri 1 Walenrang to distinush between skimming and scanning*. (Thesis STAIN Palopo: Palopo, 2007), p.4

²¹ David Nunan, *Practical English Language Teaching*, (Sidney: Macquarie University, 1991), p. 189

paramount important as we create assessment of general language ability.²²

Reading task generally begin with a specific prediction or orientation activity. These strategies will vary from the text for the gist to read carefully for detailed comprehension. In some cases, students will be required to read the text more than once.

Reading skill enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

Reading skill are specific abilities which enable a reader:

- 1) To read the written forms as meaningful.
- 2) To read anything written with independence, comprehension and fluency.
- 3) To read mentally interact with message.

Reading skill just means how tell you read, what types of words you understand, how well you understand grammar, and how well you understand the meaning of the piece that you read. Reading is the ability to understand, assimilate, retain stories, and ideas communicated through the written word.

²² H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (Longman: San Francisco State University: 2004), P.185

d. Purpose of Reading

In According to Mahmoud, there are at least five primary reasons for comprehensive reading.²³ All of these goals need the acquisition of certain abilities in order to be completed successfully. These purposes include the following:

1) Reading for Specific Information

Reading for specific information is a frequent method of acquiring specialized or limited knowledge. Reading for this purpose entails searching for specific information and locating it fast. Reading for specific information includes looking up a term in the dictionary or a number in the phone book.

2) Reading for Application

Reading for application is utilized to complete a specific job. This form of reading may include reading a cake recipe or following instructions to make or repair something.

3) Reading for Pleasure and Entertainment

There are several reasons why people enjoy reading. This involves reading popular publications, newspapers, books, and other such publications. It is a slower way of reading that allows the reader to enjoyably and appreciatively imagine the location,

²³ Mahmoud, Research and Writing: A Complete Guide Book and Handbook, (USA: Betterway Publication, 1992), p. 103-104

backdrop, and characters. This type of reading requires the reader's full engagement.

4) Reading for Ideas.

This kind of reading requires paying close attention to key ideas, concepts, and the nature of the material delivered. To get a sense of the material, the reader skims over the primary subjects, headers, pictures, and conclusion. Reading for ideas help me have a better understanding of the general subject of study, related issues, facts, and conversations.

5) Reading for Understanding.

Reading for comprehension requires understanding the connection between the material presented and overall knowledge of the subject. It's important to understand how themes relate to sentences, paragraphs, and primary ideas.

According to Risdianto, the three purposes of reading are:

- a) To learn about a book's main topic for personal enjoyment.
- b) Identify a certain topic inside a book or article.
- c) Learn class-specific material.

2. PQ4R (Preview, Question, Read, Reflect, Recite, and Review)

STRATEGY

a. Definition of PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy

In the teaching and learning process, educators employ a variety of learning strategies to facilitate student achievement and ensure the effective attainment of educational objectives. The selection of these strategies is a thoughtful process, influenced by several key factors, including the specific context of the learning environment, available resources, the diverse needs, and characteristics of the learners. By considering those elements, teachers are able to choose the most appropriate instructional methods and activities that promote student engagement, support the learning process, and ultimately help students reach the established learning goals.²⁴

PQ4R method was created by E.L. Thomas and H.A. Robinson in 1972. This method is a development of the previous method, SQ3R, which was also developed by F. P. Robinson. PQ4R stands for Preview, Question, Read, Reflect, Recite, and Review²⁵. According to Thomas and Robinson, as mentioned in Masnun, PQ4R is a methodical strategy that consists of many processes. The steps are Preview, Question, Read, Reflect, Recite, and Review. Each phase enhances

²⁴ Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*. (Jakarta: Bumi aksara, 2007). P. 3

²⁵ Francis. P. Robinson *Effective Study* (New York and London) p.13

students' capacity to generate ideas, gather information, and identify new vocabulary.²⁶

The PQ4R strategy is as follows: preview, question, read, reflect, recite, and review. This method is mostly used to assist students who have problems with reading. Many students struggle with comprehension, retention, and recall of information, therefore the PQ4R strategy seeks to make reading easier. Furthermore, PQ4R is a strategy that helps students comprehend and retain what they have read. PQ4R is an elaboration approach that helps students recall what they've read.

b. Steps of PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy

PQ4R, as teaching reading strategy, provided students with tasks to assist them deal with the text more smoothly. Here are some activities or steps from Vacca that you may undertake in PQ4R:²⁷

1) Preview

The first stage is designed to help student read rapidly before beginning to read. Students begin by reading each topic's sub-main topics, title and sub-title, statement in the final paragraph, or summary at the conclusion of the chapter. If none of the following be applied, students can read quickly in one or two phrases,

²⁶ Masnun, *The Use of PQ4R Strategy in Teaching Reading Recount Text* (UNMAT, 2016), p. 5

²⁷ Vacca, R.T., & Vacca, J. L, *Content Area Reading* (Longman, 1999)

providing that they get the essential idea of what they are learning. Students should be concerned with the major topic sentence. It will help students grasp the paragraph's entire sentence structure. Accordingly, students preview the material in order to anticipate content, form reading strategies, and create a conceptual framework for ideas discovered in the book.

2) Question

Students should raise questions concerning the passage. They should utilize the title, sub-title, or main idea to guide them. Begin the question with "what, who, why, or how". If they read by answering questions, they will read carefully and retain the content well. Students raise questions with the idea that they will discover solutions inside the text. When students ask questions regarding the content of materials, they are more likely to investigate the scope of their doubt and discover what they do not know about the information they will learn while reading. As a result of this exercise, students engage in a quest for solutions while reading.

3) Read

Read the paragraph actively, responding to what they've read. Students should not take extensive notes. They should try to discover an answer to the question they pose. During the reading task, students look for ideas and material that will help them answer their questions.

4) Reflect

Reflect is not separated step with read, but reflection is essential component of the third activity or reading. During reading, students only memorize but also comprehend the information of the text by connecting the information with the other information that is known, linking subtopic in the text with main principle, solving the contradiction in the information presented and solving simulated problems with the subjects.

5) Recite

Students are expected to recall what they have read by repeating the main point loudly and answering questions. Students can utilize the notes they produce. Students are instructed to summarize what they have read based on their notes. In other words, students make an intentional effort to answer their questions by repeating what they learned and/or writing replies to the questions asked.

6) Review

In the last activity, students should read their summary or repeat the entire chapter if required, and then answer the question they were given previously. Students study and reflect on the content by organizing and elaborating on concepts found in the book, as well as revisiting sections to confirm or expand on answers to their queries. They also add that a review provides an

opportunity to reflect on what has been read. Normally, students evaluate what they learned by arranging and expanding on what they have encountered while reading. They can write summaries, critical remarks, or create visual representations of text connections.

Based on the steps of the PQ4R strategy, it is possible to conclude that this strategy can assist students in comprehending the content that is presented, particularly more difficult subject, and in maintaining long-term focus. The content described above can be reading material, therefore PQ4R can also be utilized in reading, with the objective of making students comprehend the text they read.

c. Advantages and Disadvantages of PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy

According to Puspitasari in Hendi, there are benefits and downsides to using the PQ4R technique in the teaching-learning process in the classroom, which are:²⁸

- 1) The advantages of PQ4R learning strategy are
 - a) Facilitates memorization of instructional content for students with poor memory.
 - b) Applicable at all levels of education.

²⁸ Asrean H, *Pengaruh Strategi Preview, Question, Read, Reflect, Recite, and Review (PQ4R) Untuk Meningkatkan Kemampuan Pemecahan Masalah Matematika Siswa*, (Seminar Nasional Matematika dan Pendidikan Matematika, 2017)

- c) Help students improve their knowledge-seeking and communication abilities.
 - d) Capable of addressing diverse topics
- 2) The disadvantages of PQ4R learning strategy these are:
- a) Difficult to apply in classrooms minus access to books (book package).
 - b) Ineffective implementation in large classes due to inadequate instructor assistance, particularly when designing questions.

d. Steps of Teaching and Learning Using PQ4R Strategy.

- 1) The steps of Teaching for the teacher.²⁹

Table 2.2
The steps of Teaching for the teacher

No.	The Steps	Teacher's Steps	Student's Steps
1.	Preview	<ul style="list-style-type: none"> a. Give the reading materials for students to read. b. Inform to students how to find the main idea/learning objective to be achieved. 	Reading quickly to find the main idea/learning objective to be achieved.
2.	Question	<ul style="list-style-type: none"> a. Inform the student to pay attention to the meaning of the passage. b. Give students' assignments to make the question of the principal idea that found using the words what, why, 	<ul style="list-style-type: none"> a. Pay attention to teacher's explanation. b. Answer the question that have been made.

²⁹ Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*. (Jakarta: Prestasi Pustaka, 2007), p 150-151.

		who, and, how.	
3.	Read	Instruct students to read and respond/answer the questions that had been prepared before.	Read actively while providing a response to what has been read and answer the questions made.
4.	Reflect	Simulating/inform the materials on reading materials.	Students not only memorize and remember the subject matter but try to solve the problem of information provided by teachers.
5.	Recite	Ask students to make the essence of the whole discussion of the lessons learn today.	<ul style="list-style-type: none"> a. Ask and answer questions. b. See the noted/the essence has been made before. c. Making the essence of the whole discussion.
6.	Review	<ul style="list-style-type: none"> a. Ask students to read the essence that made from the details of the main in their mind. b. Ask students to read back the reading material, if still not sure. 	<ul style="list-style-type: none"> a. Read the essence that have been made. b. Read back the literature if still not confidence of the answer that have been made.

From the steps of the PQ4R strategy described above, shows that this method can help students understand difficult material better and stay focused for longer periods.

3. Descriptive Text

a. Definition of Descriptive Text

In Senior High School, students must learn a variety of texts. One of these is descriptive text. Descriptive text describes what things seem like, whether they be items, people, buildings, or cities. It allows

the reader to visualize the look of something using words. This will be explained in the following session.

According to Anderson and Anderson, descriptive text described particular person, place, and things.³⁰ It means it is specific of explaining person, place or things. Besides, they stated that, its purpose is to tell about the subject by describing its feature without including personal opinion.

Furthermore, according to Pardiyo, Descriptive text gives description from the living or non-living things to the reader.³¹ In other words, this text can tell an object that is still alive and not. Moreover, Clouse added that description gives a significant point of view because it transforms our feeling and extends our experiences.³²

b. Purpose of Descriptive Text

Getting closer to the purpose of descriptive text, Fink et al said that the purpose of descriptive text is to imagine the reader by using a picture of a person, subject, or setting.³³ So, descriptive text can be explained by using picture therefore, the reader can visualize it.

Barbara also recommended the following purposes: to entertain, to convey numerous impressions, to comprehend via

³⁰ Mark Anderson and Kathy Anderson, *Text Type in English III*, (Australia: Macmillan, 1998), p.26.

³¹ Pardiyo, *Pasti Bisa! Teaching Genre-Based Writing*, (Yogyakarta: Andi Yogyakarta, 2007), p. 33

³² Barbara Fine Clouse, *The students' Writer*, (New York: The Mc-Graw Hill Companies), p. 142

³³ Lila Fink et.al, *Choice a Text for Writing and Reading*, (New York: Little, Brown and Company Limited, 1983), p. 41

experience, to assist the reader with the mistaken matter written about, to create a new value for the familiar, and to persuade the reader about anything.³⁴ In this way, descriptive text's aim is conveying feelings about what they described, to entertain reader and to inform information of something in detail.

c. Structure of Descriptive Text

Reading text describing about or things has a characteristic in its organizing. James stated, who classified become two kind aspect in a description text, these are identification and description.³⁵ Here are the explanation:

1) Identification

Identification is the first step in a descriptive text, where the object is introduced. In this part, the reader learns what the object is. As Pardiyono explained, identification is the first step in starting a descriptive text.³⁶ In short, identification is introducing the first part in this initially. it means that in this part indicated and stated initial information what is being described.

2) Description

Sudarwati stated that this area included physical characteristics, personality, and how she/he dresses. This section establishes the description of any features of the item. Furthermore, Wardiman et

³⁴ Barbara Fine Clouse, *The Student Writer*, (Mc. Graw-Hill Companies, 2002), p. 143

³⁵ Peter James, *Real English I for Senior High School Grade X*, (Jakarta: Erlangga), p. 122

³⁶ Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing*, (Yogyakarta: Andi Yogyakarta, 2007) p.33.

al. maintain that the purpose of description is to describe the character.³⁷ This part shows the actual thing that the writer is describing. It provides a short explanation about the person or thing being described.

d. The Kind of Descriptive

We know that descriptive means to describe anything, such as a person, location, or item. When individuals wish to describe anything, such as people, they usually describe them in terms of age, nationality, attire, hair, face, height, and so on. Based on above statement, it is clear that descriptive has two categories or kinds

1) Description of a place

When creating a description, make sure it is clear. Sandra McKay argues that the best approach to describe a location is to show it, photograph it, or discuss its attributes. For example, when describing a home or room, it is critical to specify the size and layout of the area. So, when describing a place, we should keep in mind: (a) the location should be clear, (b) the details should be organized in a way that helps readers picture the place easily, and (c) the controlling idea, which is the most important in the writing process, because a strong controlling idea can give the paragraph focus.

³⁷ Artono Wardiman et. al, *English in Focus*, (Pusat Perbukuan Debdiknas, 2008), p.16

The grammatical is used in describing a place is subject-verb agreement and as a notice that since the selection describes an area that now exist, all the verbs are in the present tense.

2) Description of a Person

When describing a person, you gather information about them and consider what those characteristics reveal. There are several ways to characterize someone, including their face, hair color, clothing, and body type. However, you do not need to describe every feature of their appearance. Instead, you might focus on one or two key characteristics that tell something about their personality.



CHAPTER III

RESEARCH METHOD

A. Research Design

This is classroom action research. Classroom action research is a categorize of action research in which the problems identified are difficulties that students really experience (concrete problems) and are seen to be faced by the majority of students, as well as problems that emerge on a regular basis in class as the instructor teaches.³⁸ Such difficulties can only be detected by a teacher who deals with them on a daily basis, not by visitors who come seldom. The instructor also knows for certain whether any problems that develop in class require quick attention and, if not addressed, can interrupt the learning process.

Based on this, CAR is the most suited research since it allows instructors to teach as usual without lowering lesson hours while also implementing an action aimed at overcoming issues and improving learning quality. This is because CAR is developed in such a manner that it combines with the application of learning in the classroom, and the instructor is not need to abandon his work.³⁹ The primary distinction is that in classroom action research (CAR), the instructor takes efforts to remedy problems that arise, but the subject is still given in accordance with the curriculum. CAR often focuses on how teaching is done rather than what is taught.

³⁸ Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya* (Jakarta: Bumi Askara, 2004), p. 210

³⁹ Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya* (Jakarta: Bumi Askara, 2004), p. 213

This is collaborative classroom action research. It signifies that the researcher worked with the English instructor at SMK As-Syafaah as an observer and collaborator to perform the research. The researcher's role is as an English teacher who will teach English, whereas the English teacher's role is as an observer or collaborator who observes the action of the research while teaching and learning activities take place in the classroom. The English teacher also acts as a collaborator when assisting the researcher in designing lesson plans and carrying out the reflection. The researcher and the English instructor agreed to apply the PQ4R technique to improve the reading skills of the students.

In this study, the researcher takes many phases to apply the strategy, including planning, implementing, observing, and reflecting. Here is an explanation of the phases of Classroom Action Research (CAR).

1. Planning

In this study, the planning is an action generated by the researcher and will be discussed in the first meeting with the instructor based on the initial reflective observations.⁴⁰ The preparation for this classroom action research began with identifying and diagnosing the children's issues learning to read English. This was noticed and confirmed via classroom observations and interviews. During this step, the researcher developed a lesson plan to lead the teaching process and improve the students' reading

⁴⁰ Rustiyarso & Tri Wijaya, *Penelitian Tindakan Kelas*, (Yogyakarta: Noktah, 2020), p. 41

skills. The lesson plan was intended to provide the instructor with an organized framework for the teaching process.

In this study, the researcher engaged in many activities prior to implementing the activity, as follows:

- a. The researcher observed the class and interviewed the English teacher and the students to get the data about students' reading problem.
- b. The researcher established research schedule.
- c. The researcher determined to choose the PQ4R as the strategy
- d. The researcher made a lesson plan (on the lesson plan, the steps of PQ4R are mentioned).
- e. The researcher made the instrument for the test.

2. Implementing

Implementing action research in the classroom is an intentional, planned action by the instructor as a researcher that adheres to the lesson plan.⁴¹ The researcher instructed students based on the plan that had been established. In this phase, the researcher and the collaborator identified numerous actions that needed to be taken while carrying out the activity, as detailed below:

- a. The researcher applied and explained about the material (Descriptive text) by using PQ4R Strategy.
- b. The researcher asked the students comprehension about the descriptive text after reading the example.

⁴¹ Rustiyarso & Tri Wijaya, *Penelitian Tindakan Kelas*, (Yogyakarta: Noktah, 2020), p. 43

- c. The researcher asked the students to improve their reading the text by following the PQ4R strategy
- d. The researcher gave some assignment about descriptive text to the student for the test of this research.

3. Observing

The observing phase involves obtaining data and recording the effect or impact of actions.⁴² In conclusion, observation was an active process of documenting happenings in the field while being open-minded and paying attentive attention. During this phase, the researcher collaborated with an English instructor to examine classroom dynamics while the action was implemented.

The researcher and collaborator examined a variety of features of the class, such as the students' reading activities, reactions during lessons, excitement and engagement in the learning process, interactions, and exercise performance. Both the researcher and the teacher took notes using an observation checklist.⁴³

4. Reflecting

Reflecting is intended to reflect on or analyse the previous phase.⁴⁴ As part of the data analysis and success criteria for this study, the researcher and collaborator examined the students' reading test results using the average score formula and the percentage of the class that met the minimal

⁴² Rustiyarso & Tri Wijaya. *Penelitian Tindakan Kelas*, (Yogyakarta: Noktah, 2020), p. 45

⁴³ See Appendix 10

⁴⁴ *Ibid* p. 46

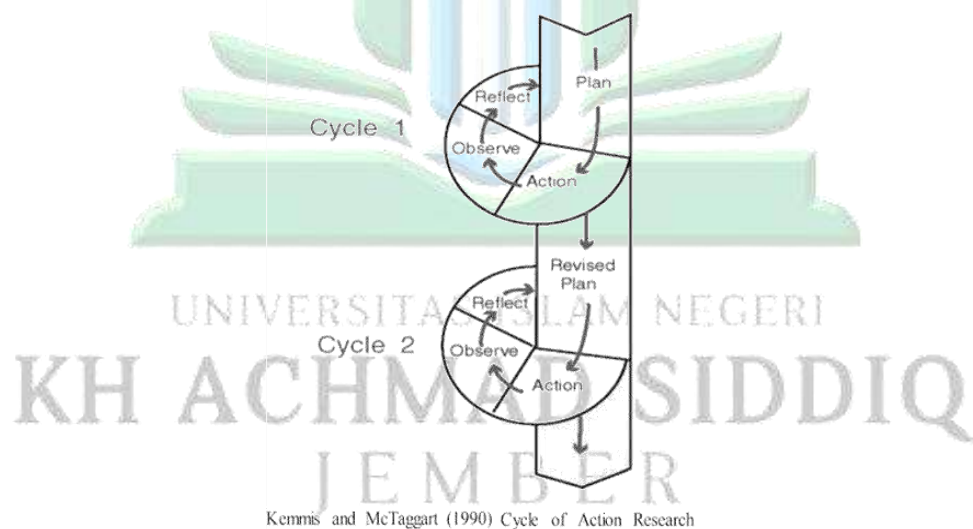
mastery level (KKM). If the findings would positive, the study could end the cycle. However, if the results would not satisfactory, the researcher must revise the strategy and go on to the next cycle.

5. Revising the Plan

In this study, a revised strategy was required because the cycle action did not increase students' reading skills. It indicates that the amended strategy was conditional on the following or second cycle.

This research adopted the Classroom Action Research procedure by Kemmis and Taggart mode⁴⁵, the design of classroom action research can be seen in the following diagram:

Figure 3.1
Classroom Action Research Cycle



Kemmis and McTaggart (1990) Cycle of Action Research

⁴⁵ Kemmis and Mc Taggart, *Cycle of Action Research*, (1990)

B. Research Settings

1. Research Location

The research conducted at SMK As-Syafa'ah. The researcher selected this school because PQ4R had never been utilized by an English teacher before, and the headmaster of SMK As-Syafa'ah (Rusdi M.Pd.) granted permission to perform this research. The researcher chose to do study at SMK As Syafa'ah.

2. Research Time

This Classroom Action Research (CAR) carried out in one cycle to increase students' reading skills at SMK As-Syafa'ah second grade using the PQ4R strategy.

3. Research Subject

The research participants were second grade students. The class consists of 15 students, with 10 as male and 5 as female. The subject was chosen since the majority of the students in this class struggled with reading and had poor reading skills. It was discovered via the researcher's observation and interview, as indicated in the research background.

C. Procedure of the Study

1. Pre – cycle

During the pre-cycle, the researcher interviewed the English teacher and observed the students' activities in class. As a result, the researcher understood what was going on with the students and their challenges with

reading, as well as the students' reading scores from the English teacher who was a partner on this project.

2. Cycle 1

There were four components to conducting classroom action research in a cycle: planning, acting, observing, and reflecting.

a. Planning

In this cycle, planning entailed arranging things ahead of time. The strategy needed to be adaptable because it was dependent on the circumstances and the school's curriculum. Once student's concerns were found, the researcher, acting as the instructor, collaborated with the English teacher to decide how to solve them. The researcher then organized everything for the teaching and learning process.

- 1) The researcher observed the class and interviewed the English teacher and the students to get data about students' reading problem.
- 2) The researcher established research schedule.
- 3) The researcher determined to choose the PQ4R as the strategy.
- 4) The researcher made a lesson plan (on the lesson plan, the steps of PQ4R are mentioned).
- 5) The researcher made the instrument for the test.

b. Implementing

Implementation was the process of doing something or carrying out of a plan. The researcher was adaptable and ready to deal with changes in the educational environment. Thus, the activity was dynamic, requiring an immediate decision on what to do, and completing the basic evaluation for the students.

- 1) The Researcher applied and explained about the material (Descriptive text) by using PQ4R strategy.
- 2) The researcher asked the students to answer a descriptive text that has already given by the researcher.
- 3) The researcher asked the students to improve the descriptive text by following the PQ4R strategy.
- 4) The researcher have to the student to join the descriptive text test.

c. Observing

The observation was done to check:

- 1) The students' activity in the classroom.
- 2) The students' response during teaching and learning process in the class.
- 3) The students' reading skill improvement.

d. Reflecting

This step was analysing the whole action had been done. Based on the data had been collected, teacher and the researcher discussed and made evaluation

D. Data Collection Technique.

In collecting data, the researcher used the following technique:

1. Students' Reading Test

This test was administered at the final meeting following the treatments to determine whether or not the therapies improved the students' performance in class. Improvement can be observed if the post-test average score was greater than the pre-test average. This step was taken after the therapy to determine the improvement of students' reading skill using the PQ4R strategy.

The type of test used in this research was a multiple-choice test. According to Brown multiple choice items were all receptive, or selective, response items in that test-taker chooses from a set response (commonly called supply type of response) rather than creating a response. A multiple-choice test was used, as this test can be used to measure knowledge learning outcomes and different types of learning outcomes.

The researcher gave multiple choice questions to students during the post-test, the number of each post-test consist of 20 questions. Every multiple-choice item consists of five options (a, b, c, d, and e). For further information about the instruction of the text, the researcher shows the blueprint of both test as follows:

Table 3. 1 The Blueprint of Test

NO.	Indicators	Item Numbers
1.	Finding the main idea	1, 6, 11, 16
2.	Finding the detail information	2, 7, 12, 17
3.	Finding the meaning of vocabulary in context	3, 8, 13, 18
4.	Identifying references	4, 9, 14, 19
5.	Identifying inference	5, 10, 15, 20

2. Observation

In this study, the researcher watches the teaching-learning process in the 2nd grade at SMK As-Syafa'ah to determine teacher performance and student responses in the classroom during the teaching-learning process.

3. Interview

In Interview data was used to gather information that cannot be seen immediately. The data from interviews helps in the discovery of outcomes and the verification of proper responses. Interviews were classified into three types: semi-structured, structured, unstructured, and focus group. In this study, the researcher used semi-structured interviews.⁴⁶

The researcher conducted interviews with the instructor and students in second grade. First, the researcher interviewed the instructor about the students' English reading difficulties, reading scores, and classroom behaviour. The researcher then conducted interviews with the students to discover how they felt throughout lessons. The researcher learned about the kids' reading abilities through these conversations.⁴⁷

⁴⁶ Jakni, *Metodologi Penelitian Eksperimen Bidang Pendidikan*, (Bandung: Alfaberta, 2016), p. 161

⁴⁷ See Appendix 9

4. Document review

In this research the researcher need some of necessary data, including:

- a. Curriculum data at SMK Asy – Syafa’ah.
- b. List of names of 2nd Grade students at SMK Asy – Syafa’ah
- c. Pre-test and Post-test score of Student readings at SMK Asy–Syafa’ah.
- d. Documentations of teaching and learning process during the research

E. Data Analysis Technique

In this research, data analysis was done using two techniques. The analysis was applying to all parts of the research activities. The researcher used two types of data for the analysis these are:

1. Quantitative Data

Quantitative data, in this case the researcher used descriptive statistical analysis to find the average of students’ reading skill and the class percentage. In analysing the data, the researcher tried to get the average of students’ reading skill. It used the formula.

$$X = \frac{\sum Xn}{n}$$

X : Mean

$\sum \times n$: individual score

n : number of students

To calculate the percentage of student completeness that passed the KKM, it using the formula.⁴⁸

⁴⁸ Anas Sudjono, *Pengantar Statistika Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43

$$P = \frac{x}{N} \times 100\%$$

P: The class percentage

F: Total Percentage score

N: Number of Students

2. Qualitative Data

The researcher selected qualitative data, which includes descriptions of student activities observed during the teaching and learning process, as well as interviews conducted before and after implementing Classroom Action Research (CAR). The observations focus on students' general behaviour in the class, their expressions, and other relevant activities during the learning process, alongside interviews conducted prior to and following the CAR implementation.

F. Validity Data

Validity was the degree to which a test measures what it was supposed to measure. A test's validity was determined not only by its content, but also by its application and subject matter. In this study, the researcher use content validity. Content validity was the validity that was determined by examining the contents of measuring equipment using logical analysis. The issue that this validity aims to answer "to what extent do the items in a measuring cover the entire area of the object to be measured by the measuring instrument in question?" or related to the representation of the complete region.

G. Criteria of Success

This classroom Action Research (CAR) can be said to be successful if it can achieve the goals set by the researcher. This research is said to be successful if there 60 % of students who get a score equal to or higher than 75 as the minimal mastery level criteria (KKM) of SMK Asy – Syafa'ah. This Classroom Action Research (CAR) fails if students learning outcomes cannot exceed the success criteria for action action research in this study. This Classroom Action Research (CAR) would be stopped if students have reached the success criteria, but if the success criteria have not been achieved, the researcher would plan alternative actions to be taken in the next cycle.

H. Research Team

In this part of the research, the team included the researcher, the English teacher. The researcher looked into the students' problems during the teaching learning process, the worked with the teacher to find solutions and take action before giving a test to check students' improvement. The English teacher and the researcher in Classroom Action Research (CAR) could be a collaborator of the research and as expert judgments of this research. The collaborator of the research helped the researcher to know the students' problem, discuss about the method or media which would be used, made a lesson plan and research schedule. English teacher as expert judgment to check the instruments validation of the research, she checked the instrument of the research whether the instrument valid or not.

I. Research Schedule

In this research, the research schedule explained by the research schedule:

Table 3.2 schedule of Activities

No	Activities	September				October			
		Week							
		1	2	3	4	1	2	3	4
1	Preparation	✓							
	Arrange the concept of the research	✓							
	Arrange the instrument of the research	✓							
2	Implementation	✓							
	Pre-cycle (cycle)		✓						
	Treatment (cycle)				✓				
3	Report of the research						✓		
	Arrange the draft						✓		
	Complete the report						✓		

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

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

A. Overview of Research Object

1. Profile of SMK Asy-Syafa'ah

SMK Asy-Syafa'ah is one of educational units with a Senior High School level in Kebonsari, Summersari, Jember, East Java.⁴⁹ In carrying out the activities, SMK Asy-Syafa'ah is under the auspices of the Ministry of Education and Culture. SMK Asy-Syafa'ah was founded in 2010. This was confirmed in the decree number of incorporation in 005/SMK/ASY/VII/2010. SMK Asy-Syafa'ah is located on Basuki Rahmad Street V/31, Kebonsari, Summersari, Jember Regency. This private senior high school level has the organization structure with the principle namely Rusdi, M.Pd, developer team namely Resti Dwi Anggraeni, S.Pd, treasurer namely Maslichatul Fadilah, S.Pd, Operator namely Abdul Muni, the head of administration namely Siti Juhayriah, AP of Infrastructure and Facilities namely Dirham Drs. Arsun Erhamni. SMK Asy-Syafa'ah has a large parking area, with separate spaces for teachers and students. This school also has a security post, a musholla, bathrooms for teachers, a library, a teachers' room, and classrooms. There is one class for each grade: one class for tenth grade, one for eleventh grade, and one

⁴⁹ See Appemdix 15

for twelfth grade. Each classroom is equipped with a whiteboard, eraser, board markers, student attendance records, a picket schedule, a lesson schedule, and student projects, such as mind maps. The geographic location of SMK Asy-Syafa'ah based on the observation on 3rd of September, 2024 are:

North Side : Mosque & Asy-Syafa'ah Boarding School

South Side : Farming Area

West Side : Citizen Settlements

East Side : Asy-Syafa'ah Elementary School & Asy-Syafa'ah
Kindergarden

As clear description of its geographic location, the north side of SMK Asy-Syafa'ah is Mosque and Asy-Syafa'ah boarding school, the south side of SMK Asy-Syafa'ah is farming area, the west side of SMK Asy-Syafa'ah is citizen settlements and the east side of its school are Asy-Syafa'ah Elementary School and Asy-Syafa'ah Kindergarten, which under the same foundation of Asy-Syafa'ah boarding school.

2. Vision, Mission, and goals of the education unit.

a. Educational Vision

SMK that excels in achievement based on faith and piety and produce graduates who have commendable morals, are independent, skilled, professional and able to compete at the national and global levels to realize the Pancasila Student Profile (P3).

b. Educational Missions

- 1) Develop knowledge and skills for advancement of students in the development of the nation and state society.
- 2) Fostering a competitive attitude to all school members.
- 3) Carry out learning activities optimally to achieve competency while still considering the potential possessed by students.
- 4) Organizing education that leads to the formation of character with a religious spirit, good morals and love for the unitary state of the Republic of Indonesia.
- 5) Developing and applying school relations with the business/industrial world and other institutions that have concern in the implementation of vocational education.
- 6) Develop production and service units, and have various kinds of skills in order to realize entrepreneurship/independence and fundraising.⁵⁰

3. Featured Program (Extracurricular activities)

- 1) Compulsory Extracurricular: Scouting

⁵⁰ SMK Asy – Syafa’ah Jember “Visi dan Misi SMK Asy – Syafa’ah”

4. Facilities and Infrastructures

Table 4.1 Facilities and Infrastructures

NO	Facilities	Amount	Conditions
1	Teachers' room	1	Good
2	Classroom	3	Good
3	Library	1	Good
4	Musholla	1	Good
5	Canteen	1	Good
6	Hall	1	Good
7	Teacher's Bathroom	1	Good
8	Security Post	1	Good
9	Kitchen	1	Good

B. Research Findings

This section presents the results of the Classroom Action Research (CAR), which was based on the model by Kemmis and McTaggart. The findings were collected from the beginning until the end of the teaching and learning process. The researcher was conducted at SMK Asy-Syafa'ah Summersari Jember in Academic Year of 2024/2025. This research was carried out in one cycle. The implementation of the cycle consisted of four main stages: planning, implementing, observing, and reflecting. The research was conducted of four meetings in one cycle, for the last meeting the researcher conducted multiple choice test. The cycle of this research was held in one meetings in a weeks.⁵¹ In 2nd grade of SMK Asy-Syafa'ah in Academic Year 2024/2025. This class consist of 15 students (10 males) and (5 females). The finding of the cycle was below:

⁵¹ See Appendix 15

1. Research Findings Pre-Cycle (Before the Action).

The researcher carried out the Pre-Cycle stage before implementing the action. First, the researcher conducted interviews the English teacher and the students of 2nd grade of SMK Asy-Syafa'ah. This interview activity aimed to identify the students' problem during teaching and learning process. Observation activities were also carried out after the interview to observe the students' learning process and the students' condition during teaching and learning process.

The result of interviewing with the English teacher showed that the students writing was still low. The English teacher explained to the researcher about the students that had a low score in English subject. The teacher said that 2nd grade was a class that had a lowest score.⁵²

English teacher also explained the problems' faced by the student in the class during teaching and learning process, the students could not find detail information, understanding the paragraph, guess the meaning of unfamiliar word, refers the object from the subject, and imply of the text because the students' material and practice were low.

The researcher prepared the teaching material based on topic stated in curriculum. The material was about Descriptive text. The researcher made one Lesson Plan for the meeting.

In this research the researcher got the students' reading score from the English teacher of 2nd grade of SMK Asy-Syafa'ah. The reading

⁵² See Appendix 9

assessment of the student's score in pre-cycle are the same with the researcher aspect assessment of student's score. The result in pre-cycle showed that there were many students who had a lowest score under the minimal mastery level criteria (KKM), The criteria of success of this research if 60% of students who get a score equal to or higher than 75 as the minimal mastery level criteria (KKM) The followings score of students in precycle:

Table 4.2
Students' Score from English Teacher in Preliminary Research (Pre-Test)

NO	Nama	KKM	Students' Score	Complete/Incomplete
1	Bunga Dian Rizki	75	80	Complete
2	Damu Akmal Hardiyanto	75	65	Incomplete
3	Dewi Djelau	75	75	Complete
4	Fik Krik Yadi	75	70	Incomplete
5	Kholifatul Maghfiroh	75	80	Complete
6	Muhammad Radja Imam Muslim	75	80	Complete
7	Muhammad Imdadur Rohman	75	65	Incomplete
8	Muhammad Bagus Abdillah	75	70	Incomplete
9	Muhammad Sofyan	75	80	Complete
10	Nabila Lailatul Aisyah	75	75	Complete
11	Rasya Destian Sohibul Wafa	75	65	Incomplete
12	Saiful Bahri	75	75	Complete
13	Samsul	75	70	Incomplete
14	Sintia Ramadhani	75	85	Complete
15	Tri Maulana Ikhsan	75	65	Incomplete
Total			1.100	

Incomplete: 7

Complete: 8

The researcher calculated the data by using with the formula below

- a. Mean of the students of 2nd grade of SMK Asy-Syafa'ah

$$\begin{aligned} X &= \frac{\sum xn}{n} \\ &= \frac{1.100}{15} \\ &= 73,3 \end{aligned}$$

The description of the formula:

X : Mean

$\sum \times n$: Individual score

n : Number of students

- b. Percentage of completeness of reading skill =

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{8}{15} \times 100\%$$

$$= 53,3\%$$

The description of formula:

P : The class percentage

F : Total percentage

N : Number of Student

The result of the pre-cycle above could be concluded the data in the preliminary research (pre-cycle), the students mean score was 53,3 and the percentage of the students who reached the Minimum Mastery Criterion (KKM 75) was 53,3% of 8 from 15 students of 2nd grade of SMK Asy-Syafa'ah. It could be said that the students' reading skill was still low who expect to get the higher score from the criteria of success. The further action in better learning was needed to improve students' ability. So, the researcher was hoped that by using PQ4R as strategy could be solution to improve the students' reading skill.

2. Research Findings in Cycle

In this cycle, there were four stages in implementing of the cycle consisted of four main stages: planning, implementing, observing and reflecting. The details of the activity were as follows:

a. Planning

First, the researcher met English teacher to discuss about the students' reading problem when teaching and learning process. The researcher interviewed the English teacher on Monday, 2nd September in teacher's room of SMK Asy-Syafa'ah. The result of interviewing with the English teacher showed that the student's reading skill was still low.⁵³ The English teacher explained to the researcher about the students that had a low score in English subject. The teacher said that 2nd was a class that had a lowest score and the English teacher also

⁵³ See Appendix 9

explained the problems' faced by the students in the class during teaching and learning process. There were some difficulties faced by the students in Reading English, such as could not find detail information, understanding the paragraph, guess the meaning of unfamiliar word, refers the object from the subject, and imply of the text.

The English teacher said that she used a various method in teaching English to improve the student's reading ability. Sometimes the teacher used the explaining method in teaching during learning process but the students were confused in the class. Sometimes, the teacher tried to make students read a short story from their experience but the result of using the method the students were still feeling confuse to read.

After interviewing the English teacher, the researcher interviewed the students of 2nd grade to know the students' problems. The result of interviewing with the students of 2nd grade, the student said that they liked writing skill because they could think first what they wanted to write and had a time to translate the word or sentence if there was an assignment, they could write first what would they said.

So, the researcher concluded that the students needed a new strategy or media in learning process to make the students enjoyed and active in the class, be spirit in learning process, and could improve their reading skill and the media could solve the students' reading

problem during teaching and learning process. The researcher asked the English teacher's opinion as a collaborator in this research about the PQ4R Strategy in teaching and learning process to improve students' reading skill. The English teacher agreed if the researcher taught reading by using PQ4R because the teacher never used it as a strategy in teaching reading.

Besides, the researcher and the English teacher analysed the syllabus. The researcher also made the Lesson Plan for teaching and learning process and prepared media, materials which were appropriate with the standard and basic competence in curriculum of education.

When the researcher discussed with the English teacher about the Lesson Plan the researcher also explained to the English teacher as collaborator what should the collaborator do and what the researcher do in the class. The researcher observed the class situation and student's response in teaching learning process. So, the English teacher taught reading skill by using PQ4R strategy.

b. Implementing

In this phase, the researcher taught reading skill in one cycle. One cycle consisted of four meetings, three meetings were for teaching and one meeting was for reading test. The steps of teaching reading were based on the Lesson Plan. The finding of each meeting was explained below:

1) The First Meeting

The first meeting was conducted on Thursday , 05th of September 2024 at 10.15 – 11.45 AM during the 5th and the 6th lesson hours which were allocated (2 x 45 minutes). Before starting the class, the researcher created a plan for the lesson based on the students' reading difficulties. The researcher decided on the material and media to include in the lesson plan. According to the syllabus, there were several topics to cover, and the researcher chose descriptive text as the focus. The lesson included explaining the definition, language features, and structure of descriptive text. Besides of making the lesson plan, the researcher also prepared success criteria.

During teaching reading in the 2nd grade, the researcher collaborated with the English teacher as a collaborator of the research. This research was collaborative classroom action research. In the first meeting, the teacher taught the students while helping the researcher to observe the class and make a field note to know the result of students' activities and situation during teaching and learning process.

After preparing all the materials, the meeting was started by praying, at the beginning of teaching learning process, the researcher greeted students by saying "*Assalamualaikum wr.wb and good morning*" and all of students answered by saying "*Walaikumsalam wr. Wb and good morning Mr.*" . Then, the

teacher asked about their condition first before checked attendance list. The condition in the 2nd grade was lively and cheerful. In this meeting, only 12 students attended as 3 had been granted permission to be absent, with among of them being unwell and unable to join. The teacher then prepared the PQ4R strategy and started the class by introducing the topic of descriptive text. The explanation covered the definition, language features, and the generic structure of a descriptive text.

After finishing the explanation, the teacher gave the students chance to ask question. He asked them “do you understand about descriptive text? Is there any question?” there was no comment of questions from the students Yes Mr, the students answered. Then the teacher proposes students to read a text, after it the researcher asked the students about the text. “Do you understand about the text?”. There were some students understand about it.

In this session the student was more active to follow the teaching learning process, because they enjoyed following the learning process. But there were still some problems faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some students difficult to comprehend the story.

Finally, the bell rang after 2 x 45 minutes. It means that the time was up and the teacher close the lesson and reminded the students to study again about descriptive text.

2) The Second Meetings

The second meeting was conducted on Tuesday, 10th of September 2024 at 07.15 – 08.45 during the 1st and the 2nd lesson hours which were allocated (2 x 45 minutes). In the second meeting the researcher and the collaborator came to 2nd grade. In this meeting the English teacher as the collaborator helped the researcher to observe the class situation and made a field note to know the result of teaching and learning process in the second meeting. The meeting was started by praying, at the beginning of teaching learning process, the teacher greeted students by saying *“Assalamualaikum wr.wb and good morning”* and all of students answered by saying *“Waalaikumsalam wr. Wb and good morning Mr.”*. Then, the teacher asked about their condition first before checked attendance list. The condition in the 2nd grade was lively and cheerful. In this meeting, all students are attended.

In this meeting the teacher continued the material last week, where previous meeting the researcher only gave a little explanation about the descriptive. Where in this meeting the researcher provided a descriptive text instrument that was contain with images called place description text or descriptive text with

illustrations. Usually, picture was used to support the explanation in the text, so that student could more easily understand the description given. such as an example of a text describing a flower garden contain with a picture of the garden. The use of this picture was very helpful, especially for the student of 2nd grade in this school who found it easier to understand information through visuals (picture). This was also often used in textbooks or learning materials for students to make it more understand about the descriptive text.

The teacher taught student to analyse descriptive text, but before that the students were informed the descriptive text were consist of important points, that should be noticed in descriptive text such as identification (introducing the subject), and the description of text (explaining detail), the teacher informed them how to determine those features on the text. After determined descriptive text features, the researcher gave the assignment to every student.

The teacher asked the student, what did you learn today? What was the subject easy or difficult? And the researcher gave them feedback about lesson that has already done for that, and the teacher told the student to learn about the material.

3) The Third Meeting

The third meeting was conducted on Thursday 12th of September 2024, the meeting was started by praying, at the beginning of teaching learning process, the researcher greeted students by saying *“Assalamualaikum wr.wb and good morning”* and all of students answered by saying *“Walaikumsalam wr. Wb and good morning Mr.”* . Then, the teacher asked about their condition first before checked attendance list. The condition in the 2nd grade was lively and cheerful. In this meeting, all students are attended.

In this meeting the researcher check-up the result of the assignment given last week, the result was still low, several students of 2nd grade still did not understand about descriptive text. Finally, the researcher implemented. In the Preview, the teacher gave the material about descriptive text. Then, the researcher asked the students to tell them what they knew about the material. The teacher gave the topic of descriptive text by the title “Borobudur Temple”. In the Question, the teacher created the question to guide student’s reading, like “When was Borobudur temple built?”. With that question, help the student focused on reading. Next is Read step the students carefully read the text to determine the answer for the question. After reading the text the student supposed to Reflect about the text, the teacher led the discussion where the student

should think about what they learned, and connect the information to their prior knowledge or experiences, using prompts like, “What do you find most interesting about Borobudur Temple?”. In the recite stage students explained the text with their own words, and answer the questions they created earlier without referring back to the text. Finally, in the Review stage, the teacher guides students to revisit the text and to clarify any misunderstandings.

Finally, the bell rang after 2 x 45 minutes. It means that the time was up and the teacher closed the lesson and reminded the students to study again about descriptive text.

4) The Fourth Meeting

The Fourth meeting was conducted on Tuesday, 24th of September 2024 at 07.15 – 08.45 during the 1st and the 2nd lesson hours which were allocated (2 x 45 minutes). the meeting was started by praying, at the beginning of teaching learning process, the teacher greeted students by saying “*Assalamualaikum wr.wb and good morning*” and all of students answered by saying “*Waalaikumsalam wr. Wb and good morning Mr.*” . Then, the researcher asked about their condition first before checked attendance list. The condition in the 2nd grade was lively and cheerful. In this meeting, all students are attended.

The teacher reviewed explanations the material of descriptive text. The teacher gave the text. Then, students created

image in their mind. The teacher gave the clue until the last page. The teacher asked to the students whether they have any question about the material. Then, the teacher gave feedback to the students about their question.

After that, the teacher conducted a reading test (multiple Choice) as part of data collection method. The researcher gave 40 minutes to the student to finish their test.

c. Observing

Observation one of the instruments used to collect data. The researcher observed the students' activities during the teaching and learning activities. It was done synchronously with the implementation.

In the observation stage researchers collected data on the implementation of PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy using participant observations. It was because the researcher directly involved in the teaching and learning activities. The observation checklist is used, the researcher did a collaboration with English teacher. The data was collected based on the aspect in the observation guide.

The observation was conducted by observing situation and condition of the class during the teaching and learning activities. It is noted down the class activities and also give a (✓) sign in the observation checklist with the description. For the example students

can understand the researcher explanation, students pay attention to the researcher's explanation, the students' enthusiastic, and students' situation in the class.

Based on the observation the first meeting, the students were interested and enjoyed the learning process by using PQ4R Strategy. The students could understand the material well. They could understand about the meaning and the purpose of the descriptive text. The students felt enjoy and focused during the researcher explaining the material. After the teacher explained about the material, some students still had a problem in reading. They were still confused and afraid when the teacher asked them to make another example from the material given

Besides, the researcher also observed in the second meeting. The students' responses in the class were good. The researcher looked the classroom condition was better than in the first meeting. The students were already known about the structure of descriptive text and the steps how to find the factual information, main idea, inference, reference and to know the meaning of unfamiliar word.

The researcher also observed in the third meeting. The students' responses in the class were good. In the third meeting meeting, the students did not make a noise in the class during treatment. The students also followed teachers' instruction. The students were not ashamed, and not afraid when they did a

misunderstanding of the vocabulary, and also the students felt challenging to come forward in describing another example.

For the last meeting showed that there was an improvement on the students' reading ability. When the researcher gave a reading test to the students, they could understand the steps how to determine the point of descriptive text correctly and they could know which one the correct one of the answers in the multiple choice because they understood well with the descriptive text. They could remember well about the steps of understanding descriptive text. The students could determine another example based on their idea without being hasty and afraid of mistake because they enjoyed with the class, but there were some students who still hasty and forgot about the steps and felt confused in determining a descriptive text based on their idea.

Table 4.3
The Observations Students' Participant Checklist

No	Statement	Yes	No	Note
1	Students pay attention to the researcher's explanation			
2	Students understand the researcher's explanation			
3	Students become more active during the lesson			
4	Students are brave to ask and answer			
5	Students understand the structure of descriptive text			
6	Students can describe things			
7	Students can divide the identification and description			

8	Students are noisy during the lesson			
9	Students are happy during the lesson			
10	Students answer the question correctly			

From the result of the observation checklist above, it was concluded that students were pay attention and understood the material in learning process by PQ4R strategy. The students could give creative explanation from their idea based on the steps in material correctly and it made the students enjoyed the learning process.

d. Reflecting

In this reflecting, the teacher evaluated the students' reading skill during teaching and learning process by PQ4R strategy. The researcher evaluated it by looking at the data that had been collected.

The researcher used field note and students' observation checklist from the first meeting until the reading test that was written and the result of students' reading test score in reading test.

Based on the field note of the first meeting, the students were interested and enjoyed the learning process by using PQ4R Strategy. The students could understand the material well. They could understand about the meaning and the purpose of the descriptive text. The students felt enjoy and focused during the researcher explaining the material. After the teacher explained about the material some students still had a problem in reading. Some students were still

confused and afraid when the researcher asked them to make another example from the material given.

Next, the teacher also checked the field note of the second meeting. The students' responses in the class were good. The researcher looked the classroom condition was better than in the first meeting. The students were already known about the structure of descriptive text and the steps how to find the factual information, main idea, inference, reference and to know the meaning of unfamiliar word. In the second meeting, the students did not make a noise in the class during treatment. The students also followed teachers' instruction. The students were not ashamed, the students were not afraid when they misunderstanding of the vocabulary, and also the students felt challenging to come forward in describing another example.

Furthermore, the data of last meeting showed that there was an improvement on the students' reading ability. When the researcher gave a reading test to the students, they could understand the steps how to determine the point of descriptive text correctly and they could know which one the correct one of the answers in the multiple choice because they understood well with the descriptive text. They could remember well about the steps of understanding descriptive text. The students could determine another example based on their idea without being hasty and afraid of mistake because they enjoyed with the class,

but there were some students who still hasty and forgot about the steps and felt confused in determining a descriptive text based on their idea.

After checking the field note, the researcher analysed the result of the students' reading test score. To know the result of the students' reading test score, the researcher checked the score from the English teacher and the researcher. After getting the data of students' reading test score from the English teacher and the researcher, the researcher got the final score. For the final score of reading students was got from the division between the score from the English teacher and the researcher because it used to inter – rater. Then the researcher calculated the percentage of students' final score and related it with the criteria of success of this research.

Before implementing the PQ4R strategy for teaching and learning in reading ability students of 2nd grade, the researcher determined the criteria of success. This research would be successful if the percentage of student learning result after the cycle increase with the minimum score is 75 are equal to higher than 60% of total students in this research.

Finally, after implementing the PQ4R, the result of the students' reading test score showed that the mean score was 76 and the percentage was 66,6%. There were 10 students of the total students who passed the KKM score (75). Meanwhile, the 5 students of 2nd grade who did not pass the KKM score (75). The researcher calculated

the data by using the theory from Anas Soejono in his book, the formula that used to get the class percentage which passed the Minimum Mastery Criterion (KKM 75) was below:

Table 4.4
The Students Score by English Teacher (Pre-Test)

NO	Name	KKM	Students' Score	Complete/Incomplete
1	Bunga Dian Rizki	75	80	Complete
2	Damu Akmal Hardiyanto	75	65	Incomplete
3	Dewi Djelau	75	75	Complete
4	Fik Krik Yadi	75	70	Incomplete
5	Kholifatul Maghfiroh	75	80	Complete
6	Muhammad Radja Imam Muslim	75	80	Complete
7	Muhammad Imdadur Rohman	75	65	Incomplete
8	Muhammad Bagus Abdillah	75	70	Incomplete
9	Muhammad Sofyan	75	80	Complete
10	Nabila Lailatul Aisyah	75	75	Complete
11	Rasya Destian Sohibul Wafa	75	65	Incomplete
12	Saiful Bahri	75	75	Complete
13	Samsul	75	70	Incomplete
14	Sintia Ramadhani	75	85	Complete
15	Tri Maulana Ikhsan	75	65	Incomplete
Total			1.100	

Incomplete: 7

Complete: 8

The researcher calculated the data by using with the formula below

a. Mean of the students of 2nd grade of SMK Asy-Syafa'ah

$$\begin{aligned}
 X &= \frac{\sum x_n}{n} \\
 &= \frac{1.100}{15} \\
 &= 73,3
 \end{aligned}$$

The description of the formula:

X : Mean

$\sum x_n$: Individual score

n : Number of students

b. Percentage of completeness of reading skill

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{8}{15} \times 100\% \\
 &= 53,3\%
 \end{aligned}$$

The description of formula:

P : The class percentage

F : Total percentage

N : Number of Student

Table 4.5
The Students Score by Researcher from multiple choice (Post-Test)

NO	Name	KKM	Students' Score	Complete/Incomplete
1	Bunga Dian Rizki	75	85	Complete
2	Damu Akmal Hardiyanto	75	75	Complete
3	Dewi Djelau	75	80	Complete
4	Fik Krik Yadi	75	70	Incomplete
5	Kholifatul Maghfiroh	75	80	Complete
6	Muhammad Radja Imam Muslim	75	80	Complete
7	Muhammad Imdadur Rohman	75	70	Incomplete

8	Muhammad Bagus Abdullah	75	70	Incomplete
9	Muhammad Sofyan	75	75	Complete
10	Nabila Lailatul Aisyah	75	75	Complete
11	Rasya Destian Sohibul Wafa	75	70	Incomplete
12	Saiful Bahri	75	75	Complete
13	Samsul	75	80	Complete
14	Sintia Ramadhani	75	85	Complete
15	Tri Maulana Ikhsan	75	70	Incomplete
Total			1.140	

Complete : 10

Incomplete : 5

The researcher calculated by using with the formula below:

- a. **Mean of students of 2nd grade of SMK Asy-Syafa'ah after treatment**

$$\begin{aligned}
 X &= \frac{\sum xn}{n} \\
 &= \frac{1140}{15} \\
 &= 76
 \end{aligned}$$

The description of the formula:

X : Mean

$\sum X n$: Individual score

N : Number of students

- b. **Percentage of completeness of reading skill after treatment**

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{10}{15} \times 100\% \\
 &= 66,6\%
 \end{aligned}$$

The description of formula:

P : The class percentage

F : Total percentage

N : Number of Student

From the explanation above, the researcher concluded that the result after implementing the PQ4R strategy could improve student' reading skill, because it could achieve the criteria of success of the research. So, it be said that this research was success. Therefore, the cycle might finish did not continue the next cycle.

C. Discussion of the research

This section presented the discussion of the research finding = $P \times 100\%$ teaching reading by using PQ4R Strategy which related to the theories. After implementing the PQ4R as strategy in teaching and learning process of this research, the result showed that the students' reading score was gradually improved. It meant that there was an improvement of students' reading achievement. From the data in the preliminary study, the students mean score was 73,3 and the percentage of the students who reached the Minimum Mastery Criterion (KKM 75) was 53,3% or 8 students. It could be said that the students' reading skill was still low.

Based on the result of students' reading test score (multiple choice), the result showed that the mean score was 76 and for the percentage of the students who reached above the Minimum Mastery Criterion (KKM) 75 was 66,6% or 10 students. Meanwhile, 5 students who did not pass the KKM score (75). The improvement that had been achieved by the students from the first data up to the result of reading test score was 66,6%. This research was

success, because the result of the students' reading test score could increase and the criteria of success could be achieved.

The implementation of PQ4R strategy in teaching reading got a good response from the student. During teaching and learning process by using PQ4R the student focused when the teacher explained the material by it the student could comprehend the reading text. However, some students still had a problem in reading as like find detail information, understanding the paragraph, guess the meaning of unfamiliar word, refers the object from the subject, and imply of the text.

The teacher began the reading class by explaining the material using PQ4R strategy and it made the students enjoy the learning process.

They had already known about descriptive text (what is the descriptive text, the purpose of the text). During teaching and learning process, the students did not make a lot of noise in the class because the students focused on the teachers' explanation and there was improvement on students' reading achievement. It can be concluded that the students needed something new strategy in teaching and learning process to make the students more active and interested to read up. Most of the students enjoyed the class when the researcher gave them material by using PQ4R strategy.

Based on Heni Septianing Tyastuti ⁵⁴ the result of this study, PQ4R is effective towards the students' reading comprehension. Finally, PQ4R

⁵⁴ Heni Septianing Tyastuti, (Undergraduate Thesis, Islamic State Institution of Tulungagung,) 2019, 5.

technique can be used as a technique to teach reading comprehension for the first grade of senior high school students. The student could improve their reading skill based on the find detail information, understanding the paragraph, guess the meaning of unfamiliar word, refers the object from the subject, and imply of the text. It could be understood by the student because the researcher gave easier explanation from the material that they could get the practice exercise by the researcher for practicing their reading skill.

According to Evi Herliza in PQ4R Strategy on Students' Reading Comprehension concluded that the students who were taught by using PQ4R strategy gain better than those who were taught by using making connection student in trying to give their attention from the teacher explanation of descriptive text that could be the place for their practice of their reading skill from the first step explanation given by the teacher on what was the definition of descriptive text.

The student could understand the definition of descriptive text that the teacher gave them explanation by using the strategy of PQ4R. Secondly the student could find detail information, understanding the paragraph, guess the meaning of unfamiliar word, refers the object from the subject, and imply of the text. Those component as the aim on how the student could understand or comprehend the text and mastering of descriptive text. It could be easier understand the descriptive text that that could improve the reading skill of the student itself.

In conclusion, using PQ4R strategy in teaching reading skill could improve the student's reading skill in comprehending the content of text. It could be seen from reading skill students in preliminary study and in the reading test. In preliminary study the students were still difficult find detail information, understanding the paragraph, guess the meaning of unfamiliar word, refers the object from the subject, and imply of the text. In other hand, in the students' reading test, they looked confident reading and could give correct answer of the question in the multiple choice. So, from thus, it could be concluded that by using PQ4R strategy to improve reading skill at 2nd grade of SMK Asy-Syafa'ah was improved.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research concluded that the implementation of PQ4R strategy in teaching reading in one cycle could improve the students' reading skill. The result of the students' reading score in preliminary study was 53,3% of students who passed the KKM score (75), with an average score of 73,3 whereas 7 students did not pass the KKM. After the cycle, the outcome of the students' reading up to 10 or 66,6% of the students who passed the KKM score with an average score of 76 and 5 students who did not pass the KKM score.

The criteria of reading skill that got improvement after implementing the PQ4R Strategy were, finding detail information, understanding the paragraph, guess the meaning of unfamiliar word, refers the object from the subject, and imply of the text. The student could understand easier about the factual information (detail information) by PQ4R strategy quickly.

The teacher gave some practice material in answering multiple choice to achieve the student understand of finding detail information, understanding the paragraph, guess the meaning of unfamiliar word, refers the object from the subject, and imply of the text, therefore the result above could be concluded by using PQ4R as the strategy of teaching English in 2nd Grade of SMK Asy-Syafa'ah could improve the student's reading skill and this research was successful.

B. Suggestion

After doing this research, the researcher made numerous recommendations for the English instructor and future researcher, which are detailed below:

1. For The English Teacher

The English instructor might utilize PQ4R as a way to help students better comprehend the topic by modifying each reading activity. The PQ4R strategy assisted students in increasing and improving their reading skills.

2. For the Future Researcher

The future researcher and English teacher who face similar challenges when teaching reading were advised to use the PQ4R as a way to improve the students' reading skills. The researcher believed that this research may be used as a reference to develop better English teaching and learning strategies.

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Appendix 1



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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Ahmad Hamdan Maulana

NIM : 204101060018

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : The Use of PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy to Improve Reading Skill at 2nd Grade of SMK Asy- Syafa'ah Academic Year 2024-2025

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (16,2)

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NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

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

*Appendix 2***STATEMENT OF AUTHENTICITY**

The undersigned below :

SRN : 204101060018
Name : Ahmad Hamdan Maulana
Semester : X (Sepuluh)
Major : TADRIS BAHASA INGGRIS
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

Stated that the undergraduate thesis entitled The Use of PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy to Improve Reading Skill at 2nd Grade of SMK Asy-Syafa'ah in Academic Year 2024-2025 is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I'm only person who is responsible for the thesis if there is any objection or claim from others.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Jember, June 2025



Ahmad Hamdan M.
SRN:204101060018

Appendix 3

Matrix of Research

TITLE	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
The Use of PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy to Improve Reading Skill at 2 nd Grade of SMK Asy-Syafa'ah	<ul style="list-style-type: none"> PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy. Reading Skill. 	<p>1. PQ4R Strategy</p> <ul style="list-style-type: none"> Definition of PQ4R strategy. Steps of PQ4R Strategy Advantages and Disadvantages of PQ4R Strategy Steps of Teaching and Learning Using PQ4R Strategy <p>2. Reading Skill</p> <ul style="list-style-type: none"> Finding the main idea. Finding the detail information. Finding the 	<ul style="list-style-type: none"> Preliminary Score Students' Reading Test Interview Data 	<p>1. Research Approach: Classroom Action Research Approach (CAR).</p> <p>The Stage of CAR:</p> <ul style="list-style-type: none"> Planning Implementing Observing Reflecting <p>Data Analysis</p> <p>A. Average Score: $X = \frac{\sum Xn}{n}$</p> <p>Note: X : Mean $\sum \times n$: Individual Score n : Number of Student.</p>	How Could the use of PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy Improve Reading Skill at 2 nd Grade of SMK Asy-Syafa'ah?

		<p>meaning of vocabulary in context.</p> <ul style="list-style-type: none"> • Identifying references. • Identifying inference 	<p>B. Pass Score</p> $P = \frac{F}{N} \times 100 \%$ <p>Note: P: The class percentage F: Total percentage N: Number of Student</p> <p>Technique of data collection:</p> <ul style="list-style-type: none"> • Testing • Observing • Interview <p>Validity data: Content Validity Criteria of Success: This research will be successful if the number of students who reach the minimum score (75) are equal to or higher than 60 % of the total student in the research.</p>	
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Appendix 4



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

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Nomor : B-8132/In.20/3.a/PP.009/08/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK ASY-SYAFAAH

Jl. Basuki Rahmat 5 No.31, Kebonsari, Kec. Kaliwates, Kabupaten Jember

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

NIM : 204101060018

Nama : AHMAD HAMDAN MAULANA

Semester : Semester Sembilan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai The Use of PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy to Improve Reading Skill at 2nd Grade of SMK ASY-SYAFAAH Academic Year 2024-2025 selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Rusdi, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 22 Agustus 2024

an Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

Appendix 5



**YAYASAN PENDIDIKAN ASY-SYAFa'AH
SMK ASY-SYAFa'AH**

Bidang Keahlian Busnis dan Manajemen

"TERAKREDITASI B"

Jalan Basuki Rahmad Gg. V/31 Kebonsari – Jember

Email: smk_asyasyafaah@yahoo.com

NSS: 342052430334

NPSN: 69758389

SURAT KETERANGAN PENELITIAN

Nomor : 405/SMK.ASY/X/2024

Yang bertanda tangan di bawah ini Kepala SMK Asy-Syafa'ah Jember :

Nama : Rusdi, M.Pd
NIP : -
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : Ahmad Hamdan Maulana
NIM : 204101060018
Status : Mahasiswa UIN KHAS Jember
Judul Penelitian : The Use of PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy to Improve Reading Skill at 2nd Grade of SMK ASY-SYAFAAH Academic Year 2024-2025

Yang bersangkutan benar – benar telah melaksanakan penelitian di SMK AsySyafa'ah Jember terhitung mulai tanggal 24 Agustus 2024 sampai dengan 24 September 2024 Dengan judul berikut :

The Use of PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy to Improve Reading Skill at 2nd Grade of SMK ASY-SYAFAAH Academic Year 2024-2025

Demikian surat keterangan ini di buat, untuk dapat di pergunakan sebagaimana mestinya.

Jember, 10 Oktober 2024

Kepala Sekolah,



Rusdi, M.Pd

Appendix 6



NSS: 342052430334

**YAYASAN PENDIDIKAN ASY-SYAFA'AH
SMK ASY-SYAFA'AH**

Bidang Keahlian Busnis dan Manajemen

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Email: smk_asyasyafaah@yahoo.com

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SILABUS MATA PELAJARAN BAHASA INGGRIS

KELAS XI (SEBELAS) SEMESTER GANJIL TAHUN PELAJARAN 2024/2025

Nama Sekolah	: SMK ASY-SYAFA'AH JEMBER
Bidang Keahlian	: Semua Bidang Keahlian
Kompetensi Keahlian	: Semua Kompetensi Keahlian
Mata Pelajaran	: BAHASA INGGRIS
Durasi Waktu	: 2 JP (45 Menit)

KI-3 (Pengetahuan) : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian *Bahasa Inggris* pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4 (Keterampilan) : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian *Bahasa Inggris*. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan

standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>	<p>Teks Deskriptif lisan, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>Fungsi <i>Sosial</i></p> <p>Mengenalkan, dan mengidentifikasi.</p> <p>Struktur <i>teks</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan</p>	<p>Preview</p> <p>Pendidik memberikan materi tentang descriptive text dengan topik Candi Borobudur, setelahnya pendidik menanyakan kepada siswa “Apa yang kalian ketahui tentang materi.</p> <p>Siswa memperhatikan descriptive text tersebut (Borobudur Temple)</p> <p>Question</p> <p>Pendidik menanyakan</p>	<p>Kriteria Penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menggunakan 	6 X 2 JP	<p>Buku <i>Forward An English Course for Vocational High School Grade XI</i> (Erlangga).</p>

<p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menangkap makna dalam teks deskriptif lisan.</p> <p>4.9 Menyunting teks deskriptif lisan tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>nama bagian-bagiannya yang dipilih untuk dideskripsikan.</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan temoat bersejarah terkenal dan bagian-bagiannya.</p> <p>(3) Penyebutan Tindakan daei atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>Yang semuanya sesuai dengan fungsi sosial yang hendak dicapai</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p>	<p>pertanyaan yang membimbing bacaan siswa, seperti “When was Borobudur Temple built?”</p> <p>Read</p> <p>Siswa membaca teks secara seksama deskriptif untuk menentukan jawaban dari pertanyaan</p> <p>Reflect</p> <p>Pendidik membimbing siswa berdiskusi untuk berpikir tentang apa yang mereka pelajari, dan menghubungkan informasi tersebut dengan pengetahuan atau pengalaman mereka sebelumnya, dengan menggunakan pertanyaan seperti “what do you find most interesting about borobudur temple?”.</p>	<p>struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian 		
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<p>4.10 Menyusun teks deskriptif lisan tentang orang, temoat wisata, dan abngunan bersejarah terkenal dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar dan sesuai dengan konteks.</p>	<p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan yang jelas.</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>Rujukan kata</p>	<p>Recite</p> <p>Siswa menjelaskan teks dengan kata kata mereka sendiri, dan menjawab pertanyaan yang mereka buat sebelumnya tanpa merujuk kembali ke teks.</p> <p>Review</p> <p>Peneliti memandu siswa untuk melihat kembali teks dan mengklarifikasikan kesalahpahaman dalam teks</p>	<p>menggunakan strategi dalam membaca</p> <p>Multiple choice</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. 		
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Appendix 7



YAYASAN PENDIDIKAN ASY – SYAFA’AH SMK ASY – SYAFA’AH JEMBER

Bidang Keahlian Bisnis dan Manajemen
“TERAKREDITASI B”

Jalan Basuki Rahmad Gg. V/31 Kebonsari – Jember

Email: smk_asyasyafaah@yahoo.com

NSS: 342052430334

NPSN: 69758389

Lesson Plan

Researcher : Ahmad Hamdan Maulana
School : SMK Asy-Syafa'ah Jember
Class : XI/1 (Ganjil)
Subject : English Subject
Main Course : Tourism Place and Historical Building (Descriptive text)
Time Allocation : 2 x 45 minutes (1x meeting)

A. Kompetensi Inti

- KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI-2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun peduli (gotong royong, Kerjasama, toleran, damai), bertanggung jawab responsive, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, Kawasan regional, dan Kawasan internasional.
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

- KI 4: mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

3.6 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, tempat, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan *there is/are*).

4.7 Menyusun teks interaksi transaksional lisan sangat pendek dan sederhana yang melibatkan Tindakan memberi dan meminta informasi terkait keberadaan orang, benda, Binatang, tempat, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- Peserta didik dapat mengidentifikasi pengertian dari descriptive text, fungsi social, struktur teks, dan unsur Bahasa dalam descriptive text.
- Peserta didik dapat mengidentifikasi informasi rinci dari teks seperti main idea, inference, finding factual, reference, dan vocabulary.
- Peserta didik dapat mengkomunikasikan secara lisan, memberi informasi pendek dan sederhana terkait orang, benda, Binatang, tempat dengan menggunakan struktur teks dan unsur Bahasa yang tepat sesuai dengan konteks penggunaan.

D. Tujuan Pembelajaran

1. Menunjukkan kesungguhan belajar Bahasa Inggris terkait teks deskriptif sederhana tentang tempat wisata atau bangunan terkenal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi fungsi social, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata atau bangunan terkenal.
3. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata atau bangunan terkenal.
4. Merespon makna dalam teks deskriptif, lisan, sederhana, tentang tempat wisata atau bangunan terkenal.
5. Menganalisa teks deskriptif lisan sederhana tentang tempat wisata dan bangunan terkenal.

E. Materi Pembelajaran

Struktur Descriptive text (*generic structure*) adalah:

1. Identification (Identifikasi) adalah pendahuluan, berupa Gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive text:

1. Menggunakan simple present tense.
2. Menggunakan attribute verb, seperti be (is, am, are)
3. Hanya focus pada satu objek tersebut.

Contoh Descriptive Text

Borobudur Temple

Borobudur temple is a Buddhist temple. It was built in the ninth century under Sailendra dynasty Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terraces. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas relief. The upper three are circular. Each of them is with a circle of bell-shaped stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, *Kamadhatu*, *Rupadhatu*, and *Arupadhatu*. The first sphere *Kamadhatu*, represents respectively the sphere of desires where we are bound to our desire, the second sphere *Rupadhatu*, represents forms where we abandon our desire but are still bound to name and form, and the last sphere *Arupadhatu*, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesia monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur temple includes 7 wonders of the world.

Unsur-unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/Binatang
2. Kata sifat yang terkait dengan sifat orang/benda/Binatang
3. Kata kerja bentuk pertama (Present tense)
4. Ejaan tulisan tangan dan cetak yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi, Ketika mempresentasikan secara lisan
6. Rujukan kata

F. Strategy Pembelajaran

Strategy : PQ4R (Preview, Question, Read, Reflect, Recite, Review)

G. Media, Alat, dan Sumber Pembelajaran

Media : Picture, LKPD, PPT

Alat : White Board, Marker, Projector

Sumber belajar : Shyla K. Lande | Eka Mulya Astuti. *Forward An English*, Course for Vocational High School Students Grade XI: Penerbit Erlangga

H. Langkah-langkah pembelajaran

1. Pertemuan ke 1

Pertemuan ke-1 (2 x 45 menit)	Alokasi Waktu
1. Pendahuluan/kegiatan awal <ul style="list-style-type: none"> a. Guru memberi salam pembuka. b. Siswa berdoa dan mengucapkan salam untuk mengawali pembelajaran. c. Guru mengecek kehadiran siswa. d. Guru mengungkapkan tujuan pembelajaran. 	15 menit
2. Kegiatan inti <ul style="list-style-type: none"> a. Guru mempresentasikan sedikit Gambaran umum materi descriptive text tentang tempat wisata/bersejarah. b. Guru menerapkan <i>Preview</i>, guru membagikan selembarnya materi descriptive text tentang Borobudur Temple beserta dengan gambarnya. c. Guru meminta siswa membaca selintas dengan cepat materi yang dibagikan untuk menemukan ide pokok tujuan pembelajaran yang hendak dicapai. d. Guru menerapkan langkah Question, guru 	60 menit

menjelaskan inti dari materi yang dikaitkan dengan kehidupan nyata siswa dan siswa memperhatikan.	
3. Penutup a. Guru memberikan Review hasil pembelajaran. b. Guru memberikan umpan balik/refleksi hasil pembelajaran. c. Guru dan peserta didik menyimpulkan materi yang telah dipelajari dengan bimbingan guru. d. Guru menutup pembelajaran dengan doa dan salam.	15 menit

2. Pertemuan ke-2

Pertemuan ke-2 (2 x 45 menit)	Alokasi Waktu
1. Pendahuluan/kegiatan awal a. Guru memberi salam pembuka. b. Siswa berdoa dan mengucapkan salam untuk mengawali pembelajaran. c. Guru mengecek kehadiran siswa. d. Guru mengungkapkan tujuan pembelajaran.	15Menit
2. Kegiatan inti a. Guru menyuruh siswa untuk bekerja sama dengan teman sebangku. b. Guru memberi tugas membuat pertanyaan pada siswa mengenai generic structure dan language features, setelah itu meminta siswa untuk menjawab pertanyaan yang telah	60 menit

<p>dibuatnya.</p> <p>c. Guru menerapkan langkah Read, guru memberikan tugas kepada siswa untuk membaca dan menanggapi pertanyaan yang lebih disusun sebelumnya.</p> <p>d. Guru menerapkan langkah Reflect, guru menginformasikan materi pada powerpoint dan siswa memperhatikan serta diharapkan siswa tidak sekedar mengingat materi, tapi juga menghubungkan itu dengan hal-hal yang telah diketahui untuk memecahkan masalah yang diberikan guru.</p>	
<p>4. Penutup</p> <p>a. Guru memberikan Review hasil pembelajaran.</p> <p>b. Guru memberikan umpan balik/refleksi hasil pembelajaran.</p> <p>c. Guru dan peserta didik menyimpulkan materi yang telah dipelajari dengan bimbingan guru.</p> <p>d. Guru menutup pembelajaran dengan doa dan salam.</p>	15 menit

3. Pertemuan ke-3

Pertemuan ke-3 (2 x 45 menit)	Alokasi Waktu
<p>1. Pendahuluan/kegiatan awal</p> <p>a. Guru memberi salam pembuka.</p> <p>b. Siswa berdoa dan mengucapkan salam untuk</p>	15 menit

<p>mengawali pembelajaran.</p> <p>c. Guru mengecek kehadiran siswa.</p> <p>d. Guru mengungkapkan tujuan pembelajaran.</p>	
<p>2. Kegiatan inti</p> <p>a. Guru menerapkan langkah Recite, siswa diminta menanyakan dan menjawab pertanyaan.</p> <p>b. Guru meminta siswa membuat intisari dari seluruh pembahasan yang dipelajari.</p> <p>c. Guru menerapkan langkah Review, siswa diminta membaca catatan intisari yang telah dibuat.</p> <p>d. Guru meminta siswa membaca Kembali bahan bacaan dan meminta siswa bertanya jika belum jelas.</p> <p>e. Guru memberi contoh soal dan memberikan pertanyaann kepada siswa dan menunjuk siswa untuk menjawab.</p>	60 menit
<p>3. Penutup</p> <p>a. Guru memberikan Review hasil pembelajaran.</p> <p>b. Guru memberikan umppan balik/refleksi hasil pembelajaran.</p> <p>c. Guru dan peserta didik menyimpulkan materi yang telah dipelajari dengan bimbingan guru.</p> <p>d. Guru menutup pembelajaran dengan doa dan salam.</p>	15 menit

4. Pertemuan ke-4

Pertemuan ke-4 (2 x 45 menit)	Alokasi Waktu
1. Pendahuluan/kegiatan awal <ul style="list-style-type: none"> a. Guru memberi salam pembuka. b. Siswa berdoa dan mengucapkan salam untuk mengawali pembelajaran. c. Guru mengecek kehadiran siswa. d. Guru mengungkapkan tujuan pembelajaran. 	15 menit
2. Kegiatan inti <ul style="list-style-type: none"> a. Guru memberikan Latihan soal kepada siswa. b. Guru memantau kegiatan siswa dan setelah selesai mengerjakan, meminta siswa mengumpulkan jawabannya. c. Guru meminta siswa mengerjakan didepan. d. Siswa Bersama guru mengoreksi dan mengevaluasi jawabann didepan 	60 menit
3. Penutup <ul style="list-style-type: none"> a. Guru memberikan Review hasil pembelajaran. b. Guru memberikan umppan balik/refleksi hasil pembelajaran. c. Guru dan peserta didik menyimpulkan materi yang telah dipelajari dengan bimbingan guru. d. Guru menutup pembelajaran dengan doa dan salam. 	15 menit

I. Penilaian dan Hasil Pembelajaran

1. Evaluasi Pembelajaran

Aspek	Teknik	Instrument
Sikap	Observasi	Jurnal Pengamatan
Pengetahuan	Tes Tulis	Pilihan Ganda

2. Remedial

Pembelajaran remedial diberikan kepada siswa yang belum mencapai KKM (75) berupa pembelajaran ulang atau penugasan terkait teks deskriptif.

3. Pengayaan

Pembelajaran pengayaan diberikan kepada siswa yang telah mencapai KKM (75) berupa penugasan untuk membuat menganalisa teks deskriptif

Jember, 29 Agustus 2024

Guru Mapel

UNIVERSITAS ISLAM JEMBER
KH ACHMAD SIDIQ
JEMBER

Resti Dwi Anggraeni, S.Pd

Appendix 8



NSS: 342052430334

YAYASAN PENDIDIKAN ASY-SYAFa'AH SMK ASY-SYAFa'AH

Bidang Keahlian Busnis dan Manajemen

“TERAKREDITASI B”

Jalan Basuki Rahmad Gg. V/31 Kebonsari – Jember

Email: smk_asyasyafaah@yahoo.com

NPSN: 69758389

KISI-KISI SOAL POST-TEST SMK ASY-SYAFa'AH TAHUN PELAJARAN 2024-2025

Mata Pelajaran	: Bahasa Inggris
Kelas	: XI/Semua Program Keahlian
Penyusun	: Ahmad Hamdan Maulana
Jumlah Soal	: 20 Soal
Jenis Test	: Pilihan Ganda
Materi	: Descriptive Text

Kompetensi Inti:

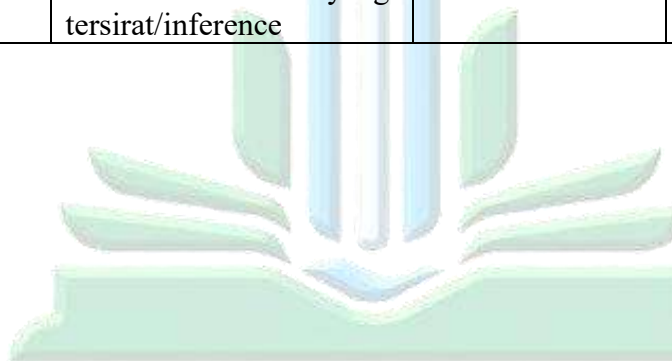
KI-3 (Pengetahuan) : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian *Bahasa Inggris* pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks

pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4 (Keterampilan) : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian *Bahasa Inggris*. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

NO.	KD	MATERI	INDIKATOR SOAL	LEVEL KOGNITIF	JENIS SOAL	NO.SOAL	POINT/SOAL
1.	3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks descriptive sederhana tentang orang, tempat wisata dan bangunan bersejarah yang terkenal, sesuai dengan konteks penggunaannya	Deskriptive Text	Disajikan sebuah descriptive text tentang peserta didik dapat menentukan factual information dari teks tersebut.	C2 (Memahami)	Pilihan Ganda	1, 6, 11, 16	5
2			Disajikan sebuah descriptive text peserta didik dapat menentukan main idea dari teks tersebut.	C2 (Memahami)	Pilihan Ganda	2, 7, 12, 17	5
3			Disajikan sebuah descriptive text, peserta didik dapat menentukan	C2 (Memahami)	Pilihan Ganda	3, 8, 13, 18	5

			makna dari vocabulary.				
4			Disajikan sebuah descriptive text, peserta didik dapat menentukan reference dari teks tersebut	C2 (Memahami)	Pilihan Ganda	4, 9, 14, 19	5
5			Disajikan sebuah descriptive text, peserta didik dapat menentukan informasi yang tersirat/inference	C2 (Memahami)	Pilihan Ganda	5, 10, 15, 20	5



Jember, 20 September 2024

Guru Mapel

Resti Dwi Anggraeni. S.Pd

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Appendix 9

TEST INSTRUMENT

A. Try to choose one correct answer by making a cross (X) at points.

Question for 1 - 5

MOUNT BROMO

Mount Bromo is one of the most popular volcanoes in Indonesia. It is located in East Java and stands 2,329 meters high. The mountain is part of the Bromo Tengger Semeru National Park. Tourists often come early in the morning to watch the sunrise over the volcano, which creates a stunning view. Although it is still active, Mount Bromo is considered safe to visit under normal conditions.

1. Where is Mount Bromo located?
 - A. West java
 - B. Bali
 - C. East java
 - D. Central java
2. What is the main idea of the text?
 - A. Mount Bromo is dangerous to climb
 - B. Mount Bromo is a tourist destination and an active volcano
 - C. Mount Bromo is the highest mountain in Indonesia
 - D. Mount Bromo is closed to tourist
3. The word “*Stunning*” in the text most likely means?
 - A. Boring
 - B. Ugly
 - C. Amazing
 - D. Ordinary
4. What does the word “**it**” in “*Although it is still active...*” refer to?
 - A. The sunrise
 - B. The mountain
 - C. The park

- D. The tour
- 5. What can be inferred about visiting Mount Bromo?
 - A. It is always dangerous to visit
 - B. It has no interesting views
 - C. It is visited only in the evening
 - D. It is popular for its sunrise view

Question for 6 – 10

THE EIFFEL TOWER

The Eiffel Tower is a famous landmark in Paris, France. It was built in 1889 and named after its engineer, Gustave Eiffel. The tower is made of iron and stands 324 meters tall. It has three observation decks that give visitors a great view of the city. At night, the tower lights up beautifully and is visited by millions of people every year.

- 6. What the material is the Eiffel Tower made of?
 - A. Wood
 - B. Brick
 - C. Iron
 - D. Stone
- 7. What is the main idea of text?
 - A. Paris is a large city
 - B. The Eiffel Tower is a tall iron structure and a tourist attraction
 - C. Gustave Eiffel was a French president
 - D. The Eiffel Tower destroyed
- 8. The word “*observation deck*” refers to?
 - A. Places to sleep
 - B. Shops inside the tower
 - C. Platform to view the surroundings
 - D. Areas to eat food
- 9. What does the word “**it**” in “*At night, the tower lights up and it is visited...*” refer to?
 - A. The city

- B. The tower
- C. The view
- D. The light

10. Why do many people visit the Eiffel Tower?

- A. To eat food
- B. To enjoy the view and beauty
- C. To meet Gustave Eiffel
- D. To ride elevators

Question for 11 – 15

BALEKAMBANG BEACH

Balekambang Beach is located in Malang, East Java. It is one of the most beautiful beaches in the region, known for its long shoreline, soft white sand, and clear blue water. What makes this beach special is a small island named Ismoyo that is connected to the shore by a bridge. On the island stands a small Hindu temple, Pura Luhur Amertha Jati, which adds a unique spiritual atmosphere to the site. Visitors can enjoy the sunset, swim, or take pictures of the temple and nature. The beach is often compared to Tanah Lot in Bali due to its similar appearance.

11. What makes Balekambang beach special?

- A. It has hot springs and waterfalls
- B. It is full of shopping malls
- C. It has an island with a Hindu Temple
- D. It has snowy mountains nearby

12. What main focus of the text?

- A. The dangers of the sea
- B. The best food near the beach
- C. The beauty and uniqueness of Balekambang beach
- D. The transportation system in Malang

13. What does “*shoreline*” most likely mean?

- A. The trees behind the beach
- B. The area where the land meets the sea

- C. The mountain range
 - D. The fishing boats
14. What does the word “**it**” “*it is often to Tanah Lot...*” refer to?
- A. The Temple
 - B. The city of Malang
 - C. The island
 - D. Balekambang beach
15. What can be inferred about tourist who visit Balekambang Beach?
- A. They go there for mountain climbing
 - B. They visit mainly to shop for clothes
 - C. They enjoy nature and cultural sites
 - D. They only visit at night
 - E. **Question for 15 – 20**

PENATARAN TEMPLE

Penataran Temple is the largest Hindu temple complex in East Java. It is located in Blitar, at the foot of Mount Kelud. Built during the Kediri and Majapahit periods, the temple played an important role in religious ceremonies and royal rituals. The complex consists of several temples with stone carvings that tell stories from Hindu epics like the Ramayana. Penataran is not only a sacred place but also a historical site that shows the greatness of ancient Javanese architecture. Visitors are amazed by the detailed carvings and peaceful atmosphere.

16. Where is Penataran Temple located?
- A. Mojokerto
 - B. Surabaya
 - C. Blitar
 - D. Malang
17. What is the text mainly about?
- A. A modern shopping centre
 - B. A famous hotel in East Java
 - C. An ancient Hindu Temple and history

- D. A legend from the Ramayana
18. What does “**epic**” mean in the context of the text?
- A. A short story
 - B. A sad poem
 - C. A long heroic tale
 - D. A modern article
19. What does word “**they**” in *visitors are amazed by the detailed carving and peaceful atmosphere they...* refer to?
- A. The temples
 - B. The visitors
 - C. The carvings
 - D. The priests
20. What can we infer about the temple complex?
- A. It is no longer visited by tourist
 - B. It is used for modern events only
 - C. It reflects the culture and religion of ancient Java
 - D. It is a small and simple structure

KEY ANSWER

- | | | | |
|------|-------|-------|-------|
| 1. C | 6. C | 11. C | 16. C |
| 2. B | 7. B | 12. C | 17. C |
| 3. C | 8. C | 13. B | 18. C |
| 4. B | 9. B | 14. D | 19. B |
| 5. D | 10. B | 15. C | 20. C |

THE RESULT OF READING TEST (MULTIPLE-CHOICE)

nama = Salful Bahri
Kelas = XI

TEST INSTRUMENT

A. Try to choose one correct answer by

Nama: Salsia Ramadhan
Kelas: XI

TEST INSTRUMENT

A. Try to choose one correct answer by making a cross (X) at points

Nama: Muhammad Radsia Imam Muslim
Kelas: XI

TEST INSTRUMENT

A. Try to choose one correct answer by

Nama: Bunga Dian Rizki
KELAS: XI

TEST INSTRUMENT

A. Try to choose one correct answer by making a cross (X) at points

Nama: Nabila La'ilatul Aisyah
Kelas: XI

TEST INSTRUMENT

A. Try to choose one correct answer by making a cross (X) at points.

Question for 1 - 5

MOUNT BROMO

Mount Bromo is one of the most popular volcanoes in Indonesia. It is located in East Java and stands 2,329 meters high. The mountain is part of the Bromo Tengger Semeru National Park. Tourists often come early in the morning to watch the sunrise over the volcano, which creates a stunning view. Although it is still active, Mount Bromo is considered safe to visit under normal conditions.

- Where is Mount Bromo located?
A. West java
B. Bali
☒ C. East java
D. Central java
- What is the main idea of the text?
A. Mount Bromo is dangerous to climb
B. Mount Bromo is a tourist destination and an active volcano
C. Mount Bromo is the highest mountain in Indonesia
☒ D. Mount Bromo is closed to tourist
- The word "Stunning" in the text most likely means?
A. Boring
B. Beautiful

B = 15

S = 5

- ☒ A. The sunrise
☒ B. The mountain

75

B = 17

S = 3

- A. The sunrise
☒ B. The mountain
C. The park

85

B = 16

S = 4

- A. The sunrise
☒ B. The mountain

80

B = 17

S = 3

- A. The sunrise
☒ B. The mountain
C. The park

85

B = 15

S = 5

- A. The sunrise
☒ B. The mountain
C. The park
D. The tour

75

5. What can be inferred about visiting Mount Bromo?

- A. It is always dangerous to visit
B. It has no interesting views
C. It is visited only in the evening
☒ D. It is popular for its sunrise view

Question for 6 - 10

THE EIFFEL TOWER

The Eiffel Tower is a famous landmark in Paris, France. It was built in 1889 and named after its engineer, Gustave Eiffel. The tower is made of iron and stands 324 meters tall. It has three observation decks that give visitors a great view of the city. At night, the tower lights up beautifully and is visited by millions of people every year.

- What the material is the Eiffel Tower made of?
A. Wood
B. Brick
☒ C. Iron
D. Stone
- What is the main idea of text?
A. Paris is a large city
☒ B. The Eiffel Tower is a tall iron structure and a tourist attraction
C. Gustave Eiffel was a French

Appendix 10

Field Note

No. _____
Date: _____

☐ pertemuan pertama, 5 September 2024 / Kamis
☐ Name: Ahmad Hamdan Maulana

☐ Hari itu, peneliti memulai kelas tepat pukul 10.15 pagi, dengan
☐ suasana kelas yang ceria. Setelah memberikan salam dan selamat
☐ pagi, peneliti disambut antusias oleh siswa. Peneliti melanjutkan
☐ pengecekan kehadiran siswa di kelas tersebut. Ternyata, dari 15
☐ siswa di kelas hanya ada 12 yang hadir karena 3 siswa izin
☐ sakit.

☐ Peneliti melanjutkan pelajarannya dengan mengajar materi
☐ deskriptif teks, menggunakan strategi PQR untuk menjelaskan
☐ pengertian, ciri-ciri, dan struktur bahasa teks deskriptif. Disaat
☐ menjelaskan, Peneliti mencoba melibatkan siswa dengan memberikan
☐ pertanyaan, "Apakah Kalian sudah paham? Ada yang ingin bertanya".
☐ Namun hanya sedikit siswa yang merespond. Beberapa siswa tampak
☐ masih bingung dan diam saja sementara sebagian lainnya
☐ terlihat cukup antusias meskipun masih ragu untuk berpartisipasi,
☐ aktif.

☐ Peneliti menyadari bahwa beberapa siswa mengalami
☐ kesulitan disaat memahami teks deskriptif dan masih
☐ kurang percaya diri, meski begitu suasana kelas tetap
☐ positif, dan peneliti menutup pertemuan dengan mengugutkan
☐ mereka untuk belajar ulang materi teks deskriptif di rumahnya

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No.	Date
	Pertemuan Kedua Selasa 10 September 2024
	Name: Ahmad Hamdan Maulana
	Pertemuan Kedua dimulai pada pagi hari pukul 07.15 WIB, dengan kehadiran penuh dari seluruh siswa. Setelah menyapa dan meneliti Kehadiran, peneliti mengulang sedikit materi dari minggu lalu. Pada kesempatan kali ini, Peneliti membawa ilustrasi untuk membantu siswa untuk memahami teks deskriptif, seperti gambar candi Borobudur lengkap beserta teksnya.
	Materi tersebut fokus pada cara menganalisis teks deskriptif. Peneliti menjelaskan bahwa teks deskriptif memiliki 2 bagian penting yaitu identifikasi dan deskripsi. Peneliti menggunakan gambar untuk menunjukkan bagaimana elemen-elemen ini bisa ditemukan dalam teks tersebut. Respond siswa kali ini sangat baik, mereka tampak lebih aktif dan tertarik pada materi.
	Untuk memperkuat pemahaman, peneliti tersebut memberikan tugas individu kepada semua siswa. Sebelum menutup/mengakhiri pertemuan pada hari ini, Peneliti mengingatkan siswa untuk menyelesaikan tugas mereka dan belajar dirumah.
	UNIVERSITAS ISLAM NEGERI
	KH ACHMAD SIDDIQ
	JEMBER

<input type="checkbox"/>	Pertemuan, Ketiga Kamis, 12-september 2024
<input type="checkbox"/>	Name: Ahmad Hamdan Maulana
<input type="checkbox"/>	<p> pada pertemuan ini peneliti mengecek hasil tugas yang diberikan minggu lalu. Hasilnya masih rendah, beberapa siswa kelas 2 masih belum memahami tentang teks deskriptif. Akhirnya, peneliti menggunakan strategy PQ4R. Dalam tahap preview, peneliti memberikan materi tentang teks deskriptif. Kemudian peneliti bertanya kepada siswa apa yang mereka ketahui tentang materi tersebut. Peneliti memberikan topik teks deskriptif dengan topik "Candi Borobudur". Dalam Tahap pertanyaan (question), peneliti menanyakan pertanyaan untuk membimbing siswa membaca, seperti "Kapan Candi Borobudur dibangun?" Dengan pertanyaan tersebut siswa menjadi lebih fokus dalam membaca. Selanjutnya adalah Read, siswa membaca teks dengan seksama untuk menemukan jawaban dari pertanyaan tersebut. Setelah membaca teks, siswa melakukan Repleksi terhadap teks tersebut. Peneliti memimpin diskusi dimana siswa harus memikirkan apa yang mereka pelajari dan menghubungkan informasi dengan pengetahuan/pengalaman mereka sebelumnya dengan pertanyaan "Apa yang paling menarik dari Candi Borobudur?". Setelah merefleksikan, siswa harus Recall, siswa menjelaskan isi teks dengan kata-kata mereka sendiri dan menjawab pertanyaan yang mereka buat sebelumnya tanpa melihat kembali teks. In Review, peneliti membimbing siswa untuk meninjau kembali teks dan memperjelas pemahaman yang masih kurang. </p>

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JEMBER

BOSS

No. _____

Date: _____

pertemuan keempat, Selasa, 24 September 2024

Name: Ahmad Hamdeen Mawla

pada pagi ini, peneliti memulai kelas seperti biasa, dengan sapaan hangat dan mengecek kehadiran. pada hari ini semua siswa hadir, dan peneliti mengulang materi tentang teks deskriptif. Peneliti mencoba memberikan teks, kemudian siswa membayangkan gambar dalam pikiran mereka. Misalnya, ketika mereka membaca deskripsi tentang suatu tempat, peneliti mengajak mereka membayangkan suasana tempat tersebut.

Pada akhir pertemuan, peneliti memberikan tes multiple-choice. Tes tersebut bertujuan untuk mengevaluasi

pengetahuan mereka terhadap materi yang dipelajari. Peneliti memberikan waktu 40 menit, dan sebagian besar siswa mampu menyelesaikan tepat waktu.

pertemuan ini menutup rangkaian pembelajaran teks deskriptif. Meski banyak siswa menunjukkan peningkatan, peneliti perlu memberikan perhatian khusus kepada beberapa siswa yang masih kesulitan.

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Appendix 11

The Result of Interview

Time and the place of interview were on Monday, 02nd September 2024 the researcher conducted an interview to get the data of students' reading skill as following the script of interview with the English teacher.

R: Apakah benar siswa kelas 11 masih sangat rendah dalam kemampuan membaca (reading) mereka?

ET: Iya benar. Karena siswa kelas 11 memiliki kelemahan dalam pelajaran Bahasa Inggris, terutama dalam segi membaca (reading).

R: Apakah menurut jenengan ada hal atau hambatan yang membuat mereka kesulitan dalam memahami kemampuan membaca dalam Bahasa Inggris?

ET: Ada beberapa hal yang membuat mereka kesulitan dalam membaca Bahasa Inggris dengan baik, seperti mereka kurang memahami dalam menentukan factual information, mereka kurang bisa memahami gagasan pokok, dan juga banyak yang kebingungan dengan arti kata dalam kalimat. Mereka juga cenderung cepat bosan saat membaca teks panjang, sehingga pemahaman mereka menurun.

R: Jika dikalkulasikan, kira-kira berapa persen siswa yang nampaknya kesulitan dalam menguasai materi, khususnya dalam *reading skill*?

ET: Memang siswa SMK ASY-SYAFAAH ini masih minim dalam menguasai pelajaran Bahasa Inggris, terutama dalam membaca. Di kelas 11, ada beberapa siswa yang sangat sulit mengembangkan kemampuan membaca mereka, sekitar 7 dari 15 siswa. Meskipun jumlahnya sedikit, namun dampaknya bisa mempengaruhi perkembangan siswa yang lainnya.

R: Jika boleh saya tahu, metode apa yang sudah jenengan jalankan di kelas tersebut, Bu?

ET: Saya menggunakan metode ceramah, tetapi murid-murid masih

kebingungan dalam memahami materi yang saya sampaikan. Saya juga pernah mencoba menggunakan metode diskusi kelompok, tapi mereka kadang kurang fokus dalam membaca teks dan memahami konteksnya.

R: Untuk latihan membaca, jenengan menggunakan metode apa, Bu?

ET: Untuk latihan membaca, saya biasanya memberikan mereka teks untuk dibaca secara individu dan kemudian mendiskusikan isinya bersama. Saya juga meminta beberapa siswa untuk menceritakan kembali isi bacaan tersebut dengan kata-kata mereka sendiri.

R: Kira-kira, apakah dengan metode ini, siswa bisa meningkatkan kemampuan membaca mereka, Bu?

ET: Seperti yang saya katakan tadi, masih ada beberapa siswa yang kesulitan dalam memahami teks. Mereka sering tidak bisa menjelaskan dengan jelas apa yang mereka baca, meskipun sudah diberi contoh dan penjelasan.

R: Kalau boleh saya melakukan penelitian di kelas tersebut, apa ibu setuju kalau saya menggunakan metode PQ4R untuk meningkatkan kemampuan reading mereka?

ET: Iya, tidak apa-apa. Silakan saja, Mas. Metode apapun yang bisa membantu mereka dalam memahami bacaan dengan lebih baik dan meningkatkan kemampuan mereka dalam membaca, saya sangat mendukung.

R: Terima kasih banyak, Bu. Saya akan mencoba menggunakan Metode PQ4R saat penelitian nanti. Kira-kira jadwal pelajaran Bahasa Inggris di kelas 11 hari apa saja, Bu?

ET: Nanti saya kasih jadwal pelajaran sekolah, Mas. Kelas 11 ada pelajaran Bahasa Inggris seminggu dua kali, hari Selasa dan Kamis. Selasa di jam Kedua, dan Kamis di jam Terakhir.

R: Enggih, siap Bu. Terima kasih banyak untuk kesediaan Ibu untuk saya wawancarai hari ini.

Interview Researcher with The Student

R: Assalamualaikum, dek. Ini kelas 11 ya? Boleh kakak minta waktunya sebentar untuk menanyakan tentang pelajaran Bahasa Inggris? Kira-kira di sini siapa yang suka pelajaran Bahasa Inggris?

S1: Waalaikum salam, iya kak, kadang suka, kadang nggak.

S2: Saya suka kak, karena ayah saya bisa Bahasa Inggris, sering ngobrol sama turis gitu.

S3: Saya nggak suka kak, sulit buat membaca teksnya, terus sering bingung dengan arti kata-kata.

R: Dalam pelajaran Bahasa Inggris, ada beberapa skill. Nah, menurut kalian, lebih suka yang mana antara speaking, writing, listening, atau reading? Dan skill apa yang kalian tidak suka?

S1: Saya lebih suka speaking, kak, karena tinggal ngomong aja seru. Kalau reading, sering bingung sama kata kata yang tidak biasa dikenal kak.

S2: Sama kak, saya juga suka speaking, karena bisa lancar ngomongnya, terus bisa ngobrol sama ayah saya.

S3: Saya nggak suka speaking, kak, karena kadang-kadang ngomong itu saya diketawain sama teman-teman karena medhok. Saya lebih suka reading, soalnya tinggal membaca teks, kalau ngerti, enak.

R: Jadi, lebih banyak yang suka speaking, ya. Kalau reading, nanti kakak ajarin gimana dengan cara yang gampang dan mudah dipahami?

S2: Boleh kak.

S1: Mau kak, kalau mudah dipahami, pasti enak.

R: Kalau dalam skill reading, apa kesulitannya dari kalian?

S1: Seperti takut nggak ngerti arti kata-kata dalam teks, kadang-kadang juga sulit menemukan makna yang sesuai dengan konteks.

R: Selama ini, Bu guru kalian gimana kalau ngajar reading?

S2: Galak, kak. Kadang juga marah karena ada teman yang nggak tahu sama sekali.

R: Kamis besok, kakak ajar kalian, nanti kakak kasih tahu langkah-langkah buat belajar reading yang mudah dipahami, dan nantinya kakak suruh kalian memahami sebuah gambar dan penjelasannya yang kakak sudah siapkan, ya? Oke?

S1: Oke, siap kak.

R: Ya sudah, terima kasih jawabannya ya. See you!

S1: Iya kak, see you too!



Appendix 12

The Observation Student's Participant Checklist

No	Statement	Yes	No	Note
1.	Students pay attention to the researcher's explanation			
2.	Students understand the researcher's explanation			
3.	Students become more active during the lesson			
4.	Students are brave to ask and answer			
5.	Students understand the structure of descriptive text			
6.	Students can describe things			
7.	Students can divide the identification and description			
8.	Students are noisy during the lesson			
9.	Students are happy during the lesson			
10.	Students answer the question correctly			

The Result of Observation Checklist

OBSERVASI

No	Statement	Yes	No	Note
1.	Students pay attention to the researcher's explanation	✓		Para siswa benar-benar memperhatikan penjelasan dari peneliti
2.	Students understand the researcher's explanation	✓		Setelah mendapatkan penjelasan dari peneliti, para siswa dapat memahami hal yang dijelaskan
3.	Students become more active during the lesson	✓		Para siswa menjadi lebih aktif dalam pelajaran karena pelaksanaannya yang menarik
4.	Students are brave to ask and answer		✓	akan tetapi para siswa masih merasa takut dalam segi bertanya/mengjawab
5.	Students understand the structure of descriptive text	✓		Dengan bahan ajar yang diberikan, para siswa bisa mengetahui struktur teks deskriptif
6.	Students can describe things	✓		Para siswa mendeskripsikan bahan yang ada disekitarnya
7.	Students can divide the identification and description	✓		Para siswa bisa membedakan/mengjawab mana teks identifikasi atau deskripsi
8.	Students are noisy during the lesson		✓	Para siswa tidak gaduh selama Peneliti menjelaskan materi disertai Kegiatan belajar mengajar berlangsung.
9.	Students are happy during the lesson	✓		Dengan model pembelajaran dengan melihat benda/mendeskripsikan Para siswa terkesan lebih senang ketika Kegiatan belajar mengajar berlangsung
10.	Students answer the question correctly	✓		Setelah mengerti teks deskriptif Para siswa dapat lebih mudah menjawab pertanyaan yang merujuk kepada pertanyaan tentang kata sifat

Appendix 13

The Students Score by English Teacher (Pre-Test)

NO	Nama	KKM	Students' Score	Complete/Incomplete
1	Bunga Dian Rizki	75	80	Complete
2	Damu Akmal Hardiyanto	75	65	Incomplete
3	Dewi Djelau	75	75	Complete
4	Fik Krik Yadi	75	70	Incomplete
5	Kholifatul Maghfiroh	75	80	Complete
6	Muhammad Radja Imam Muslim	75	80	Complete
7	Muhammad Imdadur Rohman	75	65	Incomplete
8	Muhammad Bagus Abdillah	75	70	Incomplete
9	Muhammad Sofyan	75	80	Complete
10	Nabila Lailatul Aisyah	75	75	Complete
11	Rasya Destian Sohibul Wafa	75	65	Incomplete
12	Saiful Bahri	75	75	Complete
13	Samsul	75	70	Incomplete
14	Sintia Ramadhani	75	85	Complete
15	Tri Maulana Ikhsan	75	65	Incomplete
Total			1.100	

Incomplete: 7

Complete: 8

The researcher calculated the data by using with the formula below

a. Mean of the students of 2nd grade of SMK Asy-Syafa'ah

$$\begin{aligned}
 X &= \frac{\sum xn}{n} \\
 &= \frac{1.100}{15}
 \end{aligned}$$

$$= 73,3$$

The description of the formula:

\bar{X} : Mean

$\sum x_n$: Individual score

n : Number of students

b. Percentage of completeness of reading skill

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{8}{15} \times 100\%$$

$$= 53,3\%$$

The description of formula:

P : The class percentage

F : Total percentage

N : Number of Student

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Appendix 14

INSTRUMENT VALIDITY LEMBAR VALIDASI INSTRUMENT PENELITIAN

THE USE OF PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW)
STRATEGY TO IMPROVE READING SKILL AT 2ND GRADE OF ASY – SYAFA'AH
JEMBER ACADEMIC YEAR 2024 – 2025

Nama Validator : Resti Dwi Anggraeni, Spd
Ahli Bidang : guru mapel Bahasa Inggris
Unit Kerja : SMK Asy-Syafa'ah

Petunjuk Pengisian:

1. Penilaian Instrument penelitian ini dilaksanakan berdasarkan pada aspek dan indicator penilaian yang telah ditetapkan.
2. Berilah tanda centang (✓) pada kolom yang sesuai dengan penilaian bapak/ibu dengan ketentuan sebagai berikut.
4= Sangat Jelas
3= Baik
2= Kurang
1= Sangat Kurang
3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik/saran Bapak/Ibu pada baris yang telah disediakan.
4. Atas kerjasamanya Bapak/Ibu kami ucapkan terima kasih.

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LEMBAR VALIDASI KISI - KISI

No.	Aspek yang dinilai	Score			
		1	2	3	4
1.	Relevansi materi sesuai dengan standar kompetensi dasar ditinjau dari penilaian indikator			✓	
2.	Ketepatan struktur kalimat dan bahasa yang mudah dipahami				✓
3.	Materi sesuai dengan yang dirumuskan			✓	
4.	Materi sesuai dengan tingkat kemampuan siswa				✓
5.	Kejelasan uraian materi deskriptif text			✓	
6.	Cakupan materi yang berkaitan dengan sub tema yang dibahas			✓	
7.	Materi jelas dan spesifik		✓		

Secara umum tes ini:

4. Valid, dapat digunakan tanpa revisi
 ③ 3. Valid, dapat digunakan dengan revisi
 2. Kurang valid, butuh revisi
 1. Tidak valid, butuh revisi
 (mohon untuk mengisi nomer yang sesuai dengan kesimpulan Bapak/Ibu)

Komentar dan Saran Perbaikan

.....
 silahkan melakukan
 Revisi

Jember, 2, September, 2024

Validator

Resti Dwi Anggraeni

Resti Dwi Anggraeni, s.pd

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**LEMBAR VALIDASI
INSTRUMENT OBSERVASI**

No.	Aspek yang dinilai	Score			
		1	2	3	4
1.	Petunjuk penggunaan lembar observasi sesuai dengan gramatikal Bahasa Inggris.			✓	
2.	Penggunaan instrument lembar observasi dapat di pahami dengan jelas.			✓	
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas.			✓	
4.	Lembar observasi dapat menggambarkan kondisi dan situasi.			✓	
5.	Pedoman lembar observasi dapat digunakan dengan baik.			✓	

Secara umum tes ini:

- 4. Valid, dapat digunakan tanpa revisi
 - ③ Valid, dapat digunakan dengan revisi
 - 2. Kurang valid, butuh revisi
 - 1. Tidak valid, butuh revisi
- (mohon untuk mengisi nomer yang sesuai dengan kesimpulan Bapak/Ibu)

Komentar dan Saran Perbaikan

Silahkan melakukan Revisi

Jember, 02 September, 2024

Validator

Resti Dwi Anggraeni s.pd

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LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Score			
		1	2	3	4
1.	Isi materi sesuai dengan standar kompetensi dasar ditinjau dari penilaian indikator				✓
2.	Soal sesuai dengan indikator.			✓	
3.	Petunjuk cara mengerjakan soal sesuai dengan yang telah disediakan.		✓		
4.	Pedoman penskoran sesuai dengan bobot kriteria soal secara logis.			✓	
5.	Rumusan kalimat soal mudah dipahami.			✓	
6.	Butir soal menggunakan Bahasa Inggris yang sesuai dengan gramatikal.			✓	
7.	Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda.			✓	
8.	Hasil soal sesuai dengan penilaian.				✓

Secara umum tes ini:

4. Valid, dapat digunakan tanpa revisi
 ③ 3. Valid, dapat digunakan dengan revisi
 2. Kurang valid, butuh revisi
 1. Tidak valid, butuh revisi
 (mohon untuk mengisi nomer yang sesuai dengan kesimpulan Bapak/Ibu)

Komentar dan Saran Perbaikan

.....
 silahkan melakukan
 Revisi

Jember, 2 September 2024

Validator

Resti
 Resti Dwi Anggraeni s.pd

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LEMBAR VALIDASI INTERVIEW

No.	Aspek yang dinilai	Score			
		1	2	3	4
1.	Kesesuaian pertanyaan dengan tujuan wawancara.			✓	
2.	Wawancara mudah dipahami.				✓
3.	Pedoman wawancara layak digunakan untuk menganalisis penguasaan teks deskriptif.		✓		
4.	Bahasa yang digunakan tidak mengandung makna ganda.			✓	
5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas.			✓	

Secara umum tes ini:

4. Valid, dapat digunakan tanpa revisi
 ③ 3. Valid, dapat digunakan dengan revisi
 2. Kurang valid, butuh revisi
 1. Tidak valid, butuh revisi
 (mohon untuk mengisi nomer yang sesuai dengan kesimpulan Bapak/Ibu)

Komentar dan Saran Perbaikan

silahkan melakukan

Revisi

Jember, 02 September, 2024

Validator

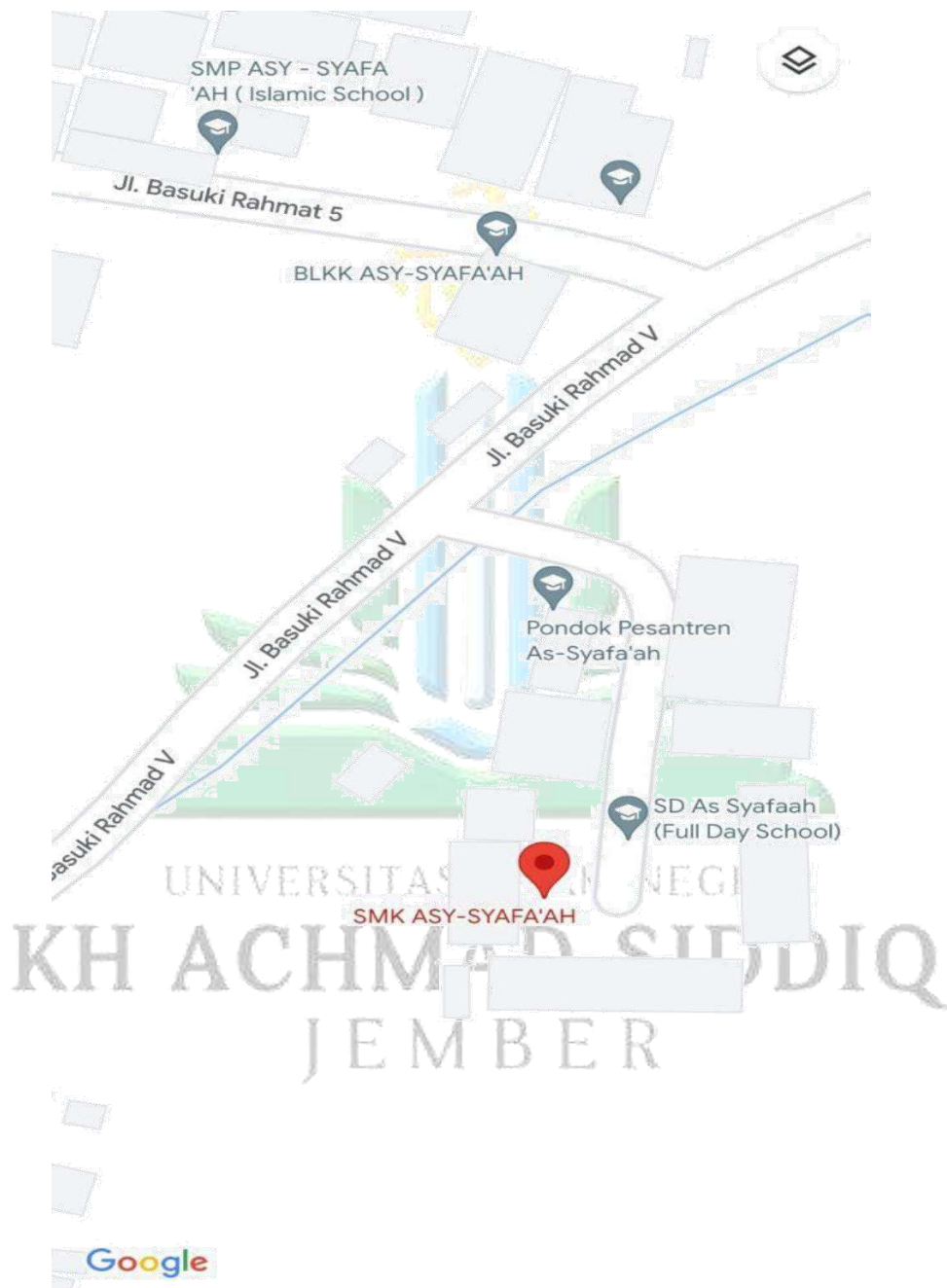
Resti Dwi Anggraeni Spd

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Appendix 15

MAPPING

SMK ASY – SYAFA'AH



Appendix 16

DOCUMENTATIONS

Interview With English Teacher	Guiding The Reading Test
	
Interview With The Student	During Treatment
	

- Note:
- The researcher interview with english teacher
 - The researcher guiding the student when they did a reading test
 - The researcher did interview with the student to know the difficulties of them in reading text
 - The researcher did a treatment of the strategy

Appendix 17

Research Journal's Activity

Research Journal's Activities

Name: Ahmad Hamdan Maulana

NIM: 204101060018

Title: The Use of PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy to Improve Reading Skill at 2nd Grade of SMK ASY-SYAFAAH Academic Year 2024-2025

Location: SMK Asy – Syafa'ah Kebonsari, Jember

NO	DAY/DATE	ACTIVITY	INITIAL
1.	Saturday, 24 August 2024	The researcher gives a research permission to the school and interview the English Teacher and some 2 nd grade students	RS
2.	Monday, 28 August 2024	The researcher observes the classroom activity at 2 nd grade and consults about the lesson plan with the English teacher	RS
3.	Thursday, 05 September 2024	The Teacher applies the action in first Meeting	RS
4.	Tuesday, 10 September 2024	The Teacher applies the action in second Meeting	RS
5.	Thursday, 12 September 2024	The Teacher applies the action in third Meeting	RS
6.	Tuesday, 24 September 2024	The Teacher applies the action in examination test	RS
7.	Thursday, 10 October 2024	The Researcher ask for the letter of research finishing	RS

Jember, 10 October 2024

Guru Mapel

Resti Dwi Anggraeni S. Pd

Appendix 18

RESEARCHER BIOGRAPHY



Personal Information

- Complete Name : Ahmad Hamdan Maulana
- NIM : 204101060018
- Gender : Male
- Place, Date of Birth : Situbondo, 1st of January 2002
- Address : Curahkalak, Jangkar, Situbondo
- Religion : Islam
- Faculty/Study Program : FTIK/English Education Department
- Phone Number : 08980513038
- Email Address : ahmadhamdanmaulana@gmail.com