#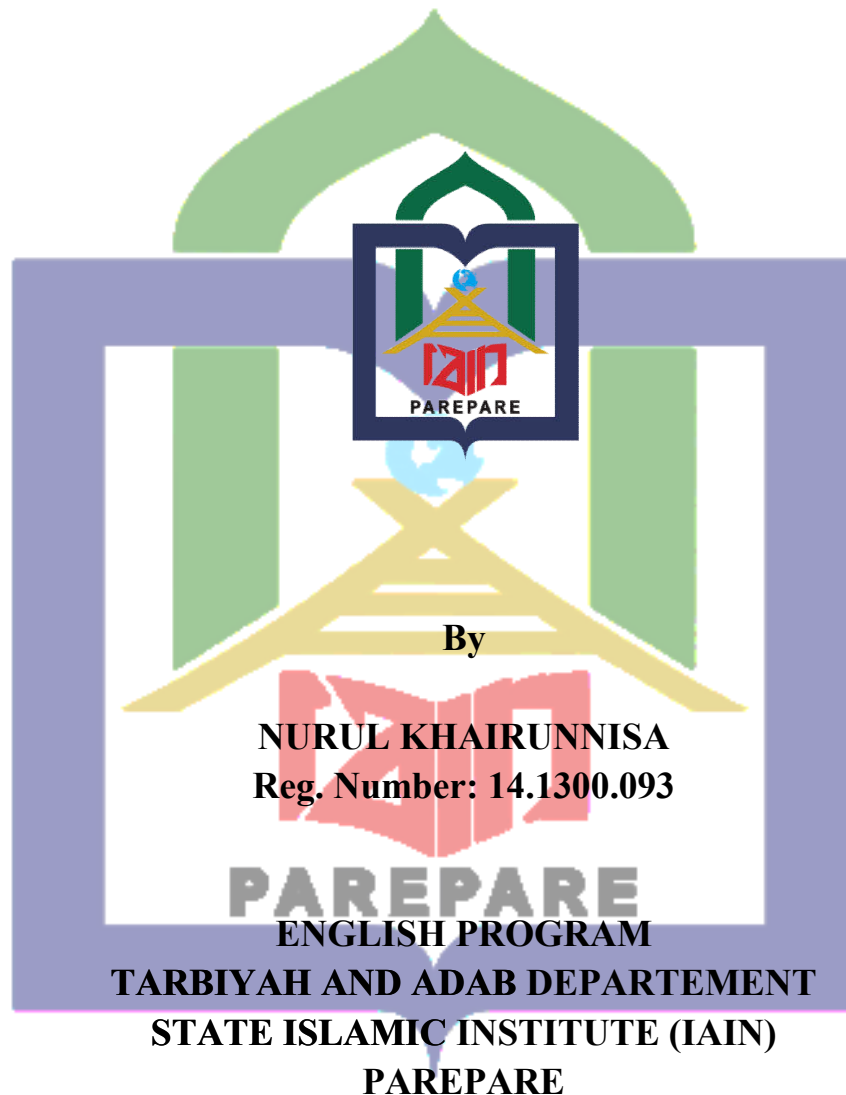 THE EFFECT OF PREVIEW, QUESTION, READ, STATE, TEST (PQRST) STRATEGY ON STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF MTS DDI ASSALMAN ALLAKUANG

By

NURUL KHAIRUNNISA
Reg. Number: 14.1300.093

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

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Submitted to the English Program of Tarbiyah and Adab Department of State Islamic Institute Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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Reg. Number: 14.1300.093

To

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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THE EFFECT OF PREVIEW, QUESTION, READ, STATE, TEST (PQRST) STRATEGY ON STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF MTS DDI ASSALMAN ALLAKUANG

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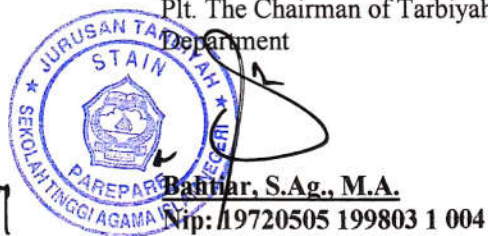
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ACKNOWLEDGEMENT

بِـسْمِ اللهِ الـرَّحْمنِ الـرَّحِيْمِ

In the name of Allah, the Beneficent the Merciful

All praise be to Allah, the Lord of the Worlds who gives the writer strength and capability to finish the last assignment in her study. Peace be upon the Prophet Muhammad shallallahu'alaihi wasallam, who brought us from the darkness into enlightenment.

First of all, the writer wants to say her greatest gratitude to her parents, Muktasimbillah and Hijratul Aswad, who always support her to finish this *skripsi* and for everything that they had given to her and big thanks to her Siblings Hilya, Janna and Ahmad for caring and always support her to finish this last assignment.Then, the writer would like to say thanks to her consultants Drs.Anwar, M.Pd and Dr. Abdul Haris Sunubi, M.Pd, for their guidance, patience, and time in helping her to complete this *skripsi*. Also, the writer would like to say thanks to:

1. All lecturers, especially those of English Department, who have taught and given knowledge to the writer.

2. Dr. Ahmad Sultra Rustan, M.Si, the Rektor of State Islamic Institute (IAIN) Parepare.

3. Bahtiar, S.A., M.A. as the Chairman of Tarbiyah and Adab Department of State Islamic Institute (IAIN) Parepare.

4. Mujahidah M.Pd. as the Chairman of English Program of Tarbiyah and Adab Department of State Islamic Institute (IAIN) Parepare.

5. Lukman Hasyim, S.Pd.I, M.A. as the Headmaster of MTs DDI As-Salman Allakuang, Indah, S.Pd as the English teacher, and all of the staff in MTs DDI

As-Salman Allakuang, who gave her the opportunity to do this research. Also, thanks to the first year students of MTs DDI As-Salman Allakuang, especially for VIII A as my experimental class and VIII B as my control class for their cooperation during the research.
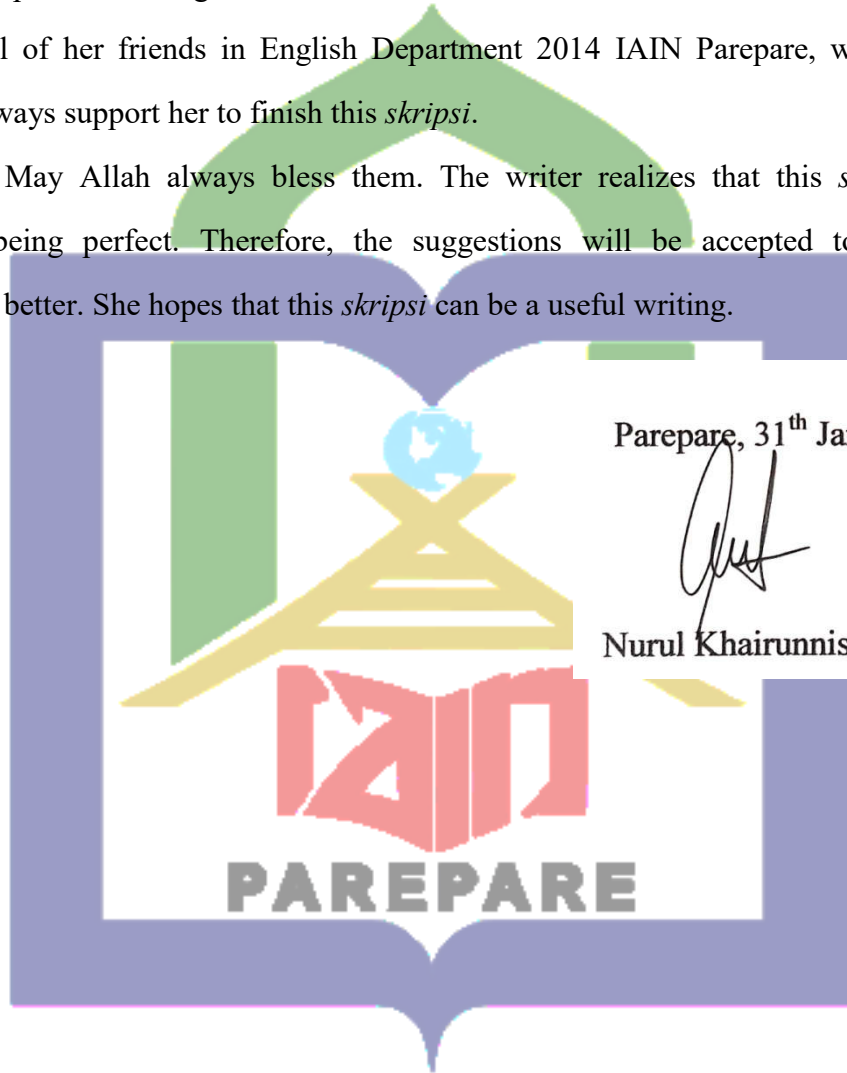
6. All of her friends in English Department 2014 IAIN Parepare, who care and always support her to finish this *skripsi*.

May Allah always bless them. The writer realizes that this *skripsi* is far from being perfect. Therefore, the suggestions will be accepted to make this *skripsi* better. She hopes that this *skripsi* can be a useful writing.

Parepare, 31th January 2019

Nurul Khairunnisa

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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State that this *skripsi* was her own writing and if can be proved that it was copied, duplicated or complied by any other people, this *skripsi* and the degree that has been gotten would be postponed.

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ABSTRACT

Nurul Khairunnisa: *The Effect of Preview, Question, Read, State, Test (Pqrst) Strategy On Students' Reading Comprehension at The Eight Grade of MTs DDIi As-Salman Allakuang* (Supervised by Anwar and Abdul Haris Sunubi)

Reading is one of the important skills that should be acquired and learned by students in learning English. Reading is not only used in teaching process but also in daily activity.by reading, the students will get much information and knowledge that is veru useful for them in learning process.to increase students' reading comprehension, the teacher need the suitable strategy to conduct in the classroom. PQRST strategy is one of the strategies that can increase students' activity so the learning process can be more meaningful.

This study was aimed to see the effect of Preview, Question, Read, State, and Test (PQRST) strategy at the eight grade of MTs DDI As-Salman Allakuang. The subject of this research is VIII A as the experiment class and VIII C as the control class each class consist of 21 students. The design of this research was quantitative using true experimental design (posttest only control group design). The data was collected through posttest. It aimed to know whether the PQRST strategy can affect students understanding of English Text.

Based on the calculation, the result of the data analysis by using t-test showed the value of t_{test} (t_o) was higher than t_{table} (t_t), t_o = 1.7769 > t_t is 1.684 at 5% significant degree. As the statistical hypotheses shows, if t_{test} (t_o) > t_{table} (t_t) in significant degree of 0.05 (5%), it means that the Alternative Hypothesis (H_1) is accepted and the Null Hypothesis (Ho) is rejected. In conclusion, the PQRST strategy affect the students' reading comprehension.

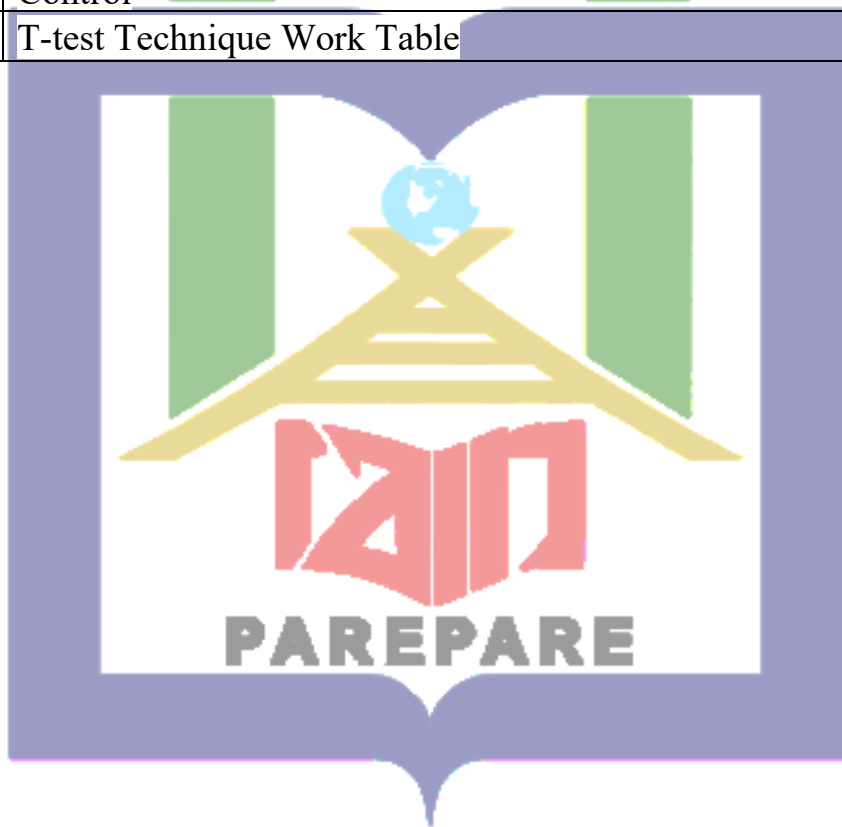**Keywords:** Strategy PQRST, Reading Comprehension.

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CHAPTER I

INTRODUCTION

1.1 Background

Language is primarily a means of communicating thought from one person to another, with the language people can express their feeling and thought. Language is the main means in communication, the main thing in this case is English. English as an international language that has a very wide use in human life, in the field of economics, information technology, and education and becomes the language of communication used by every nation. Because of the fact that such, then the use of English is something important in students' lives.

English is supported by four major skills that should be mastered by students. Those are listening, speaking, reading and writing. Reading and listening belong to receptive skills.on the other hand, speaking and writing belong to productive skills. Reading receives a special focus. There is number of reason for this. Learning English language text, it means the study of meaning word and sentences. Many foreign language students often have read as one of their most important goals. They want to be able to read for information and pleasure. In other word, students have to read English material for their subject. The student often thought to be easier to obtain information from the written text by reading.

Reading is a crucial aspect of language for the students because the success of their study depends on their ability to read. Most of the materials given by the English teacher are presented in the written form, for example in form of handbooks or

modules. Reading is the practice of using text to create meaning.[1] It means that to understand the materials, the students must have the ability to comprehend the text. For this reason, the reading comprehension is needed.

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. One of the goals of reading is comprehension.[2] So that comprehension is a very important part of reading to check our goal in reading. Reading comprehension is very important for students to get much information from a text. Reading comprehension is one of the important skills in mastering English. In the national final exam, reading comprehension is one of the skills tested. This indicates that reading comprehension has to be taught well.

Reading is which enables us to get a message, recognizing the written words, getting the meaning, use to teach pronunciation, and grasping information from texts. In teaching reading, it is just for the teachers to make the students comprehend the textual, ideational meanings and the values of the text. The English teacher should pay attention to some factors that affect their students' competency in comprehending reading text and they have to find effective ways to solve those problems in order to make their students comprehend the meaning of the text.

There are many factors that determine the achievement of students' reading comprehension. The factors include a poor input, the English teacher, the materials, times consumed in teaching reading, technique and the teaching strategies that are used in teaching reading competency. All those factors will influence how well the

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[1] Andrew P. Johnson, *Teaching Reading and Writing: A guideBook For Tutoring and Remediating Students,* (USA: A Division of Rowman and Littlefield Education, 2008),p. 3

[2] David Nunan, *Practical English Language Teaching,* (New York: McGraw Hill, 2003), p. 68

students can achieve the competencies of reading. In fact, not all teachers are aware of those factors, to overcome the problem in reading comprehension teaching, it is necessarily to appropriate and effective strategy so that learning reading comprehension can be processed and executed in accordance with the target achievement.

The same condition as stated above also happened in MTs DDI As-salman Allakuang. Therefore, the researcher had an observation that was conducted in pre-research with the English teacher in MTs DDI As-salman Allakuang. Most of the students have difficulty in the reading learning process. Their low comprehension is shown when they do not understand what they read. In the reading activity, students are forced to know the implied and stated messages of the text given.

Based on the problem above, in order to make comprehension easier in reading and a text, the researcher uses the strategy that easy for students in teaching reading comprehension. So the students can enjoy and be stimulated by learning English as a foreign language especially in reading comprehension.

In this study, the researcher applied PQRST strategy in reading comprehension at eight grade of MTs DDI As-Salman Allakuang to overcome some students' difficulties in learning reading. This strategy prioritizes the information in a way that relates directly to how they will be asked to use that information in an exam. PQRST strategy stands Preview, Question, Read, State, and Test. The PQRST technique provides a process that makes the students remember the material easier because the process of understanding the text occurs repeatedly.

To know the effectivness of PQRST strategy, the researcher was going to conduct an experimental research in MTs DDI As-Salman Allakuang by using PQRST strategy.

1.2 Problem Statements

Based on the background above, the researcher formulated the problem statement in question form:

1.2.1 How does reading comprehension learning outcomes in eighth grade students of MTs DDI As-Salman Allakuang are taught using PQRST strategy?

1.2.2 Is there any significant effect of using PQRST strategy on students' reading comprehension at the eight grade of MTs DDI As-Salman Allakuang?

1.3 Objective of the Research

Based on the problem statement above, the researcher states the objective of the research :

1.3.1 To find out aboud the reading comprehension learning outcomes in eighth grade students of MTs DDI As-Salman Allakuang are taught using PQRST strategy?

1.3.2 To find out the significant effect of using PQRST strategy on students' reading comprehension at the eight grade of MTs DDI As-Salman Allakuang.

1.4 Significant of the Research

1.4.1 Teacher

First, understanding the result of this study, the teacher will release that reading comprehension is the most important in English. Because by comprehending the text we can get any information from it. This research also gives the teacher an information about PQRST strategy.

1.4.2 Students

Second, it can motivate students to study English. it can help the students to comprehend the text by using this strategy. The students will get better learning system and will release that reading comprehension is needed to get information.

1.4.3 School

Third, the school can compare the strategy in teaching English. This research will give graduation alternative strategy in teaching English especially reading comprehension to increase the quality of its output.
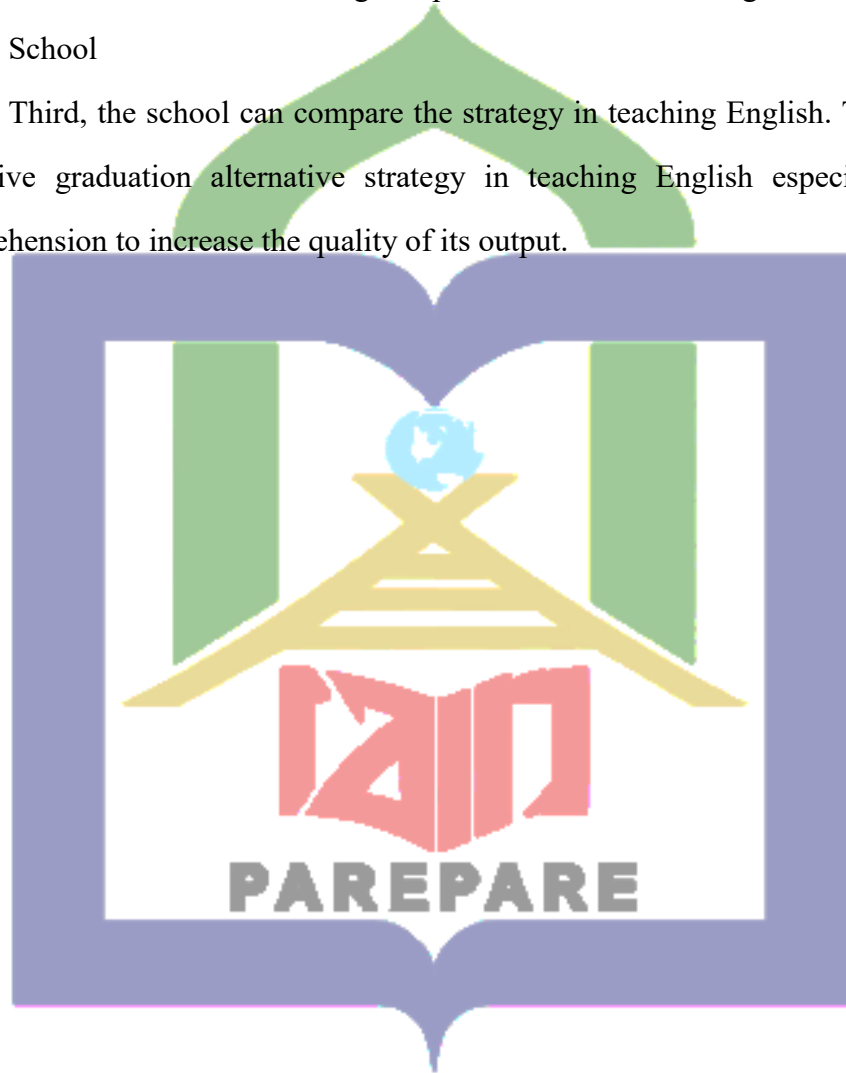
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 Definition of Reading

Reading is very important to do and it is very crucial in the field of English especially when we study language. By reading we can get information and knowledges. According to Jennifer, reading is thinking and understanding and getting at the meaning behind the text.[1] It means that reading is a process through which the reader to get a message from a text. As the process of beginning readers are invited to think about reading, to know the meaning that exists as a message to be delivered by the author, and understand the contents of the message so that the reader gets the sense from the text. It is supported by Karen Tankersley statement that reading is the act of making sense of print.[2] It means that reading is the act of making a reader able to perceive the meaning of the work that has been read, it means that the reading will show any expression of the author so the reader can understand the reading material well.

According to Scanlon et.al, reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.[3] It means that reading is a process to get some information from the text. The reader can understand the information from the text by interpreting. Then, reading has also purpose to comprehend the text and reading also one of the way to get information.

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[1] Jennyfer Serravallo, *Teaching Reading In Small Group* (Porsmoth: Heinemann, 2010), P.43

[2] Karen Tankersley, *The Threads Of Reading* (Alexandria: association for supervision and curriculum Development (ASCD),2003), p.146

[3] Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeney, *Early Intervention For Reading Difficulties: The Interactive Strategies Approach* (London: The Guilford Press, 2010), p. 9

Based on the explanation above, the researcher assumes that reading is an activity to get the meaning of the text. By reading, the language users will get more information, knowledge, and science. To get the information from the text, the reader needs some process of understanding the text.

2.1.2 Reading Comprehension

Reading is one of the skills in English. Reading must comprehend the topic of the text. According to Scanlon Et.al, comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text.[4] It means that reading comprehension is the reader's understanding before and after reading the passage because the reader has an opinion or understanding of his own before reading the text and after reading the text the reader gets understanding from the text also.

Comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader.[5] It means the interaction between text with the reader is a process of building understanding the text. Comprehension is a process of understanding text done by the reader to probe the information. reading as the important skills in English, the reader has to know the topic and passage of the text and reading comprehension is the process to know the passage of the text. Comprehension as the process is during the reader reading and understanding the passage of the text. Before reading the text the reader should have their own suggestion related to the topic then it used to understand and elaborate the

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[4] Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeney, *Early Intervention For Reading Difficultie* (London: The Guilford Press, 2010). P. 276

[5] Judy Willis, *Teaching the Brain To Read,* (Virginia: ASCD Publications, 2008), p. 138

passage of the text. Therefore, reading is also interaction between the text and the reader.

Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. Of course, reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in the text.[6] It means that reading comprehension is a process reader on reading activities to understand the word of the text.

According to Susan reading comprehension is a complex process that is difficult to define, much less teach and assess.[7] According to the Rand Corporation, reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text and the activity or purpose for reading.[8] Based on the explanation above, the writer then conclude that when the reading comprehension happens, there is connection between the reader and the text, because the readers will connect the new information from the text and get their purpose for reading the text. Reading comprehension can also be called as a complex cognitive process for every reader. In teaching reading, teacher must know specification of reading comprehension.

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[6] Jane Oaakhil, Kate Cain and Carsten Elbro, *Understanding And Teaching Reading Comprehension: A Handbook,* (New York: Routledge, 2015), p. 1

[7] Susan E. Israel, *Metacognitive in Literacy Learning: Theory, Assessment, Instruction and Profesional Development,* (London: Laurence Erlbaum Associates, 2008), p. 21

[8] Karen Tankersley, *Literacy Strategies for Grades 4-12: Reinforcing The Threads Of Reading,* ((Alexandria, Virginia USA: association for supervision and curriculum Development (ASCD), 2005), p. 108

2.1.3.3 Encourage students to respond to the content of a text

It is important for students to study reading texts inclass in order to find out such things as the way they use language, the number of paragraphs they contain and how mant times they use relative clauses. But the meaning, the message of the text, is just important as this, as a result we must give students a chance to respond to that message in some way.

2.1.3.4 Prediction is a major factor in reading

In this case of extensive reading – when students are choosing what to read for pleasure, we should encourage them to look at covers and back cover copy to help them select what to read and then to help them get into a book.

2.1.3.5 Match the task to the topic when using intensive reading text

Once a decision has beeb taken about what reading text the students are going to read, we need to choose good reading task – the right kind of questions appropriate activities before during and after reading, and useful study explonation, etc.

The most useful and interesting text can be undermined by boring and inappropriate tasks; the most common place passage can be made really exciting with imaginative and challenging activities, especially if the level of challenge is exactly right for the class.

2.1.3.6 Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. It does not make sense, in class, just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting lesson

sequences, using the topic for discussion and further tasks, using the language for study and then activation and using a range of activities to bring the text to life.[10]

2.1.4   The Aim of Reading

It has known, everything that do it must being purpose. Reading is an activity with a purpose. Every materials which people read, exactly they have an objective in reading. People may read to get a new information, facts or idea to verifying an existing knowledgeeveryday. Then, there are some people read only to finish their task as well. It can be said every people have different purposes when they read and exactly each purpose defines how people read a text. According to Grabe and Fredricka in their book, commonly the main purpose of reading is to gain general comprehension whether for information or pleasure. Meanwhile, reading purposes can be classified under seven main headings, they are:

1.   Reading to Search for Simple Information

2.   Reading to Learn from Text

3.   Reading to Skim Quickly

4.   Reading to Write

5.   Reading for General Comprehension

2.1.5 Teaching and Learning English as a Foreign Language

English is a prime language in the world. It is used in many countries as a native language, second language, and foreign language. In conclusion, English is one of the international languages. Foreign language is the language where the secondary environment is not observed and the people of linguistically foreign

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[10] Jeremy Harmer, *How To Teach English,* (England: Pearson Education Limited, 2007), p 101

societies use such language.[11] It means that English is the language used in the world as a mother tongue or language capable of uniting communication between the world's population, use English in communication with others in the world.

English as a foreign language is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitors in a target language country.[12] It means that English is generally used only for teaching students who are learning English, but the importance of the English language requires every student to be able to use English. The English teacher should be able to create a real situation that can be used to support the learning and teaching process in order that students are able to use English naturally for communication. The students should be put into a situation that they can use English for communication both in written and spoken form.

In teaching English as a foreign language the teacher helps and guides the students on how to learn   English easily and hope that they are able to be active and able to speak English. The teacher in the learning process is very in the development of the children' ability. Give teacher knowledge that is not known by the students, making the pattern of education that can improve the students' ability. The success of students in a lesson is evidence of the success of measures or means used by the teacher in teaching students.

Based on the explanation above, the researcher assumes that learning English as a foreign language is a conscious learning process to understand English as a foreign language or the target language, English as a prime language in the world, in

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[11] M.F Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools & Techniques,* (Jaipur: Sunrise, 2008), p. 5

[12] Jeremy Harmer, *How to Teach Writing,* (England: Pearson Longman, 2004), p. 39

this learning process the teacher or educator has an important role. The teacher provides new knowledge that has never been known to the students, making the pattern of education as a step for the teachers transferring knowledge. Teacher as mentors who guide students to improve their ability, in this case, to understand English as a foreign language.

2.1.6 PQRST Strategy

2.1.6.1 Teaching Reading Comprehension Using PQRST Strategy

The PQRST strategy stands for Preview, Question, Read, State and Test. Preview is doing direct questioning before reading. Creating effective questions about your reading material, and then answering them, helps you confirm that you have correctly identified main ideas and details. What you should yourself depends on when in the reading process you are asking the questions. There are several benefits to questioning yourself at different stages during your reading: 1) You establish a purpose for reading, which gets your brain ready to learn. 2) You create a mental framework that holds new information in an organized way. 3) You give yourself the opportunity to react to what you read and not just accept what an author is saying. 4) You read more closely because you are looking for answer to your questions.

Preview-question-read-summarize/state (PQRST) strategy improved the comprehension skills of the students as it motivated them to review the text or book and stimulated their preunderstanding of the text.[13] The PQRST strategy helps to enhance students' comprehension of a text. The PQRST strategy is suitable in learning English especially in reading comprehension. PQRST strategy was one of

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[13] Hayati Akyol, "The Effect of Repetitive Reading and PQRST Strategy in The Development of Reading Skill", (Eurasian Journal of Education Research, Issue 63:2016), p. 227

thestrategy which could be used in teaching English especially to motivate the students to improve their ability in reading comprehension.[14] In teaching reading comprehension using the PQRST strategy, there are some steps which have to be noticed. First, the teacher will introduce the strategy to students by presenting the step in applying the PQRST strategy in the reading process. Then, the teacher will provide the text which will be comprehended. Then, the students will follow the PQRST strategy steps. The last is evaluating the learning process by asking the students whether they comprehend the text or not.

2.1.6.2 The Procedure of Teaching Reading Comprehension

There is some process in teaching reading comprehension through PQRST strategy. It could be done well if the teacher gives the appropriate ways in the teaching process as follows:

2.1.6.2.1 Step 1

In the first step, the teacher introduced the concept of PQRST strategy and the effectiveness in the learning process. The teacher could also tell them the main purpose of using this technique, and the teacher give some motivation for students. So, the students can enjoy the learning process by using this strategy and get motivation from the teacher.

2.1.6.2.2 Step 2

The students were given the text of reading by the teacher. Preview is the first step that can activate their background knowledge by skimming over the material to get a general understanding of what is about.[15] This done by reading the

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[14]Tris Ismiyanti, "Improving Students Ability in Reading Comprehension By Using Previewe, Question, Read, State And Test strategy", (Thesis Sarjana; Faculty of Education And Teachers Training: 2017), p. 62

[15]Prih Febtiningsih, M. Zain, Jufrizal,   "The Effect of PQRST (Preview-Question-Read-State-Test) and QAR (Question-Answer Relationship) Technique on Students With Low Interest On

chapter outline, and then skimming the chapter, paying special attention to headings of main section and sub-sections, the kind of the text, the orientation of the text, the verb that is used in the text and glancing at picture, figure, number, italic word in the text, also noticing the organizational structure text. If there is a summary, take time to consider each point in the summary, the question will come to mind that should be answered later as the students read the full text. The preview stage will give the students an overview of the topics covered in the chapter and how they are organized. The point is to get an idea of the main topics and sections of the text.

2.1.6.2.3 Step 3

The next step is questioning. In this step, the students tried to ask specific question in their mind about reading the text. The students could start this stage by turning the chapter headings and subheadings into questions. The teacher guided the students to generate questions to help focus the reader's reading and find the key point in each section. They could use the standard questions such as who, what, where, when, why or how. The question can lead them to find further information about the text. This step helps the students to focus and create the curiosity toward the texts.[16]

2.1.6.2.4 Step 4

Their Reading Comprehension On Prodedure Texts: Study At Grade VII SMPN 2 Padang", (journal English Language Teaching(ELT) 1, no 1: 2013), p. 40

[16] Nopri Malia, "Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of MA Diniyah Puteri Pekanbaru", (journal En glish Language Teaching(ELT) 1, no 1: 2015) p. 3

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

2.1.6.2.5 Step 5

After finishing the reading section, the students tried to recall the main ideas and recite the information. state/summarize step is a powerful means of fixing the material on the students' memory. The students tried to recite the information and they should know how much they can recall the information what they get from the text and state it by their own words.

2.1.6.2.6 Step 6

In the final step of the PQRST strategy is to know and remember what the students have read. It can be started by recalling as much as they can without looking at the book or their recitation notes. It helps them to think about the relevance of what they learned and how it all fits together. The students will know their knowledge by testing them to know how far their understanding of the text they read is and the teacher can also design the test in form of answering questions. It can be done by reviewing all the material and storing it in their long-term memory.

Based on the explanation above, the procedure of teaching reading through PQRST strategy has six steps. These steps can be applied well if there is the good interaction between the teacher and the students.

2.2 Previous Research Findings

In contrasting this research, the researcher was considering some previous finding to support the research, especially in reading comprehension.

2.2.1 The research was done by Friska Amalia (2017). This study was quasi-experimental design to know the effect of K-W-L chart technique on students' reading comprehension. The score of the experimental class pre-test was 46,45 then, the score of the controlled class was 44,18. But, after four treatment, the pos-test and the gained score of the experimental class was higher the the score of controlled class. The mean score of posttest of experimental class rise up 61.09, the mean gained score was 14.82 and the mean score of the controlled class was 51.82, the gained score was 7.55. based on the data above, it means that K-W-L technique improves students' reading comprehension especially in reading descriptive text.[17]

2.2.2 Nurlaelah, S, in her research improving students' reading comprehension through reciprocal teaching technique of the eleventh grade of MA Negeri Wajo Belawa, she found that the use of reciprocal teaching technique in effective in improving the students' reading comprehension of the eleventh grade of MAN Wajo Belawa in the academic year 2014. It was proved by the t-test value, that is 8.66, which is greater than the t-table(2.045).[18]

2.2.3 Ahyadi, a pre-experimental research about improving students' reading comprehension through reap technique the eleventh year students of Madrasah Aliyah Pesantren Yasrib Kabupaten Soppeng. The result of his research in 2012 found that reap technique is able to improve students' reading comprehension. It was proved by the result of posttest (10.67) was higher than

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[17] Friska Amalia, "The Effect of Using K-W-L Chart Technique on Students' Reading Comprehension of Descriptive Text (A Quasi-Experimental Study at Eight Grade of MTs Daarul Hikmah Pamulang)", (skripsi sarjana; Faculty of Educational Science: Jakarta, 2017), p. 46

[18] Nurlaelah, S, "Improving Students' Reading Comprehension Through Reciprocal Teaching Technique of The Eleventh Grade of Madrasah Aliyah Negeri (MAN) Wajo Belawa" (Skripsi Sarjana: Tarbiyah Department of STAIN: Parepare, 2014), p. 39

pretest (2.33). furthermore, the result of the t-test value (7.2) greater than t-table (2.14).[19]

In line with the previous research, the researcher would like to implement PQRST strategy on students reading comprehension of eight grade of MTs DDI As-Salman. The researcher conducts a quantitative research in order to find out whether PQRST strategy affects positively on students' reading comprehension.

2.3 Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram:

```
                    ┌─────────────────────┐
                    │  ENGLISH TEACHING   │
                    └─────────────────────┘
                              │
                    ┌─────────────────┐
                    │ Teaching reading │
                    └─────────────────┘
                              │
  ┌──────────┐    ┌──────────────────┐    ┌──────────────┐
  │ Reading  │    │ PQRST            │    │ Students'    │
  │ Material │    │ strategy         │    │ reading      │
  │          │    │ ➢ Preview        │    │ comprehension│
  │          │    │ ➢ Question       │    │              │
  │          │    │ ➢ Read           │    │              │
  │          │    │ ➢ State          │    │              │
  │          │    │ ➢ Test           │    │              │
  └──────────┘    └──────────────────┘    └──────────────┘
       │                  │                      │
  ┌─────────┐      ┌──────────┐          ┌──────────┐
  │  Input  │ ───→ │ process  │ ───────→ │  output  │
  └─────────┘      └──────────┘          └──────────┘
```
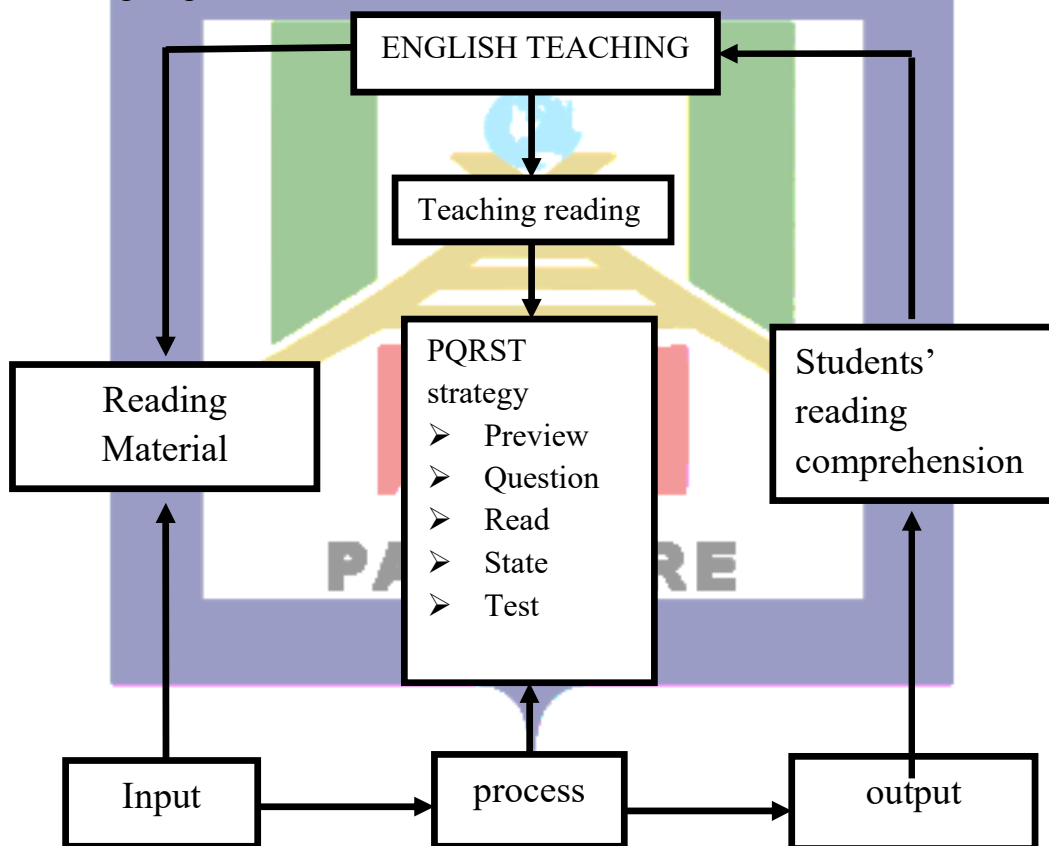
[19] Ahyadi, "Improving Students' Reading Comprehension Through Reap Technique at the Eleventh Year Students of Madrasah Aliyah Pesantren Yasrib Kabupaten Soppeng",(Skripsi Sarjana: Tarbiyah Departmen of STAIN: Parepare, 2012), p. 53

2.4 Hypothesis

Formulation of research hypothesis:

H_0: There is no significant effect of PQRST strategy on students' reading comprehension of eight grade of MTS DDI As-Salman Allakuang

H_1: There is a significant effect of PQRST strategy on students' reading comprehension of eight grade of MTS DDI As-salman Allakuang

statistical hypothesis:

$H_0: \mu_1 \leq \mu_2$

$H_1: \mu_1 > \mu_2$

Where:

μ_1= average students' reading comprehension of experimental class

μ_2= average students' reading comprehension of control class

2.5 Operational Definition of Variable

There are two variables involve this research, dependent variable and independent variable, which are dependent variable is students' reading comprehension and independent variable is PQRST strategy.

2.5.1 Dependent Variable

Students' reading comprehension is the students' achievement in comprehending the text well. Reading comprehension is not only reading the text but also comprehend the text. So, by comprehending the text, the students can get information.

2.5.2 Independent Variable

PQRST strategy stands for preview is skim and scan the text to get the gist, question is make a question about the text, read is to find the answers to the question

as the students read carefully, state is making a summarize about the text and test is to find out how far the students' understanding about the text. It provides a step by step gguideto students before, during and after their reading process which is essential for their comprehension.

CHAPTER III

THE METHOD OF THE RESEARCH

3.1 The Research Design

In conducting the research, the researcher used an experimental research design. Experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of experimental treatment on the dependent variable.[1] It means that experimental design is a research design that is used to find the effect of one variable on another.

In this research, the researcher used true experimental research design. True experimental designs (also called randomized designs) use randomization and provide maximum control of extraneous variables. It means that in true experimental research the researcher does not randomly assign the students. The researcher assigns the sample by taking randomly the class of the students, so it would not disrupt the classroom learning. Design the research used is a posttest-only control group design. This design had one given experimental group given a treatment and was give posttest but without pretest, and one control group only gave posttest but without pretest and treatment.

Figure 3.1 Design of research

$$
\begin{array}{ll}
R & X\,O_1 \\
R & O_2
\end{array}
$$
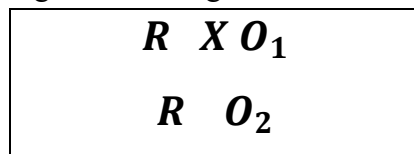
Source: Sugiyono (2014:112)

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[1] Donald Ary, Lucy Cheser Jacobs, Crish Sorensen and Asghar Razavier, *Introduction To Research in Education,* (USA: Wadsworth, 2010, 2006), p.301

Where: R : experimental class

     R: control class

     X : treatment

     O_1 : posttest class experiment

     O_2 : posttest controll class

3.2 The Location and Duration of The Research

The location and duration of the research are described as the location and the time of the research. The research was conducted at the eight grade students of MTs DDI AS-SALMAN ALLAKUANG and the researcher took one month for doing this research.

3.3 The Population and Sample of The Research

3.3.1 Population

The population of this research was all students of the eight grade of MTs DDI As-Salman Allakuang which consist of three classes. They are VIII A students, VIII B students and VIII C students. Based on the data above, the population is 64 students.

Table 3.1 The Total Population of Eight Grade at MTs As-Salman Allakuang

No	Class	Jumlah
1	VIII A	22 (Female)
2	VIII B	20 (Male)
3	VIII C	21 (Male)
Total number		63

Source: Administration of MTs As-salman Allakuang

3.3.2 Sample

Sample is part of population, as the representative that has been taken by using certain technique. In choosing the sample for the research, the researcher used stratisfied random sampling. Because the reseacher random the class of the

populaiton. The result of the determination of the sample by stratisfied random sampling technique was decided into two classes. Control class was VIII C and experimental class was VIII A.

Table: 3.2 The Tabulated of The Sample

No	Class	Total
1	VIII A (experiment class)	22 (Female)
2	VIII C (control class)	21 (Male)

Source: Administration of MTs As-salman Allakuang

3.4 The Technique of Data Collection

In collecting data, the researcher used one technique.The test is a set of stimuli given to someone with the intention to get answers that can be used as a basis for determining the score of numbers.[2] Testing one of the way in which information about people language ability can be gathered. The test was distributed to measure the students' reading comprehension of the text.

3.5 Technique of Analysis Data

3.5.1 Normality test

before analyzing the data with the T-test, then the data from the test should be tested for normality by the Liliefors method, if $L_{hitung} \leq L_{table}$ so the data is normal. The formula of test Liliefoers:

$$L = nilai\ tertinggi\ dari\ |F(Zi) - S(Zi)|$$

3.5.2 Homogenity Test

This test is done to find out wheter both groups have the same variance level or not. To test both data variants from the two groups the formula is:

$$F = \frac{biggest\ varian}{smallest\ variant}[3]$$

---

[2] Margono, *Metodologi Penelitian Pendidikan,* (Jakarta: Rineka Cipta, 2004), p. 170

[3] Sugiyono, *Metode Penelitian Manajemen*, (Alfabeta: Bandung, 2015), p. 306

the criteria as follows:

if $F_{count} < F_{table}$, it means that the variant homogeneous

if $F_{count} > F_{table}$, it means that the varian is not homogeneous

3.5.3 Test-t

The t test formula is used to test the hypothesis by looking at differences in students' reading comprehension between classes using PQRST techniques and classes using conventional techniques. The formula of test-t:

$$t - test = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-2)S_2^2}{n_1+n_2-2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

$\bar{X}_1$: the mean of experiment class

$\bar{X}_2$: the mean of controll class

S_1^2 : the value of the sample₁ variant

S_2^2 : the value of the sample₂ variant

n_1 : Number of samples 1

n_2 : Number of samples 2

The criteria of hypothesis:

H_0 is accepted if $t_e \leq t_a$, it means H_1 is rejected

H_0 is rejected if $t_e > t_a$, it means H_1 is accepted

CHAPTER IV
FINDING AND DISCUSSION

This chapter deals with two sections, namely the findings of research and the discussion of the research. The finding of the research covers the description of the result of data collected through test that can be discussed in the section below.

4.1 Finding of The Research

This study was conducted with the aim of knowing the effect of PQRST strategy on students' reading comprehension at the grade of MTs DDI As-Salman Allakuang. This research was conducted in MTs As-Salman using 43 students of class VIII as population, of which 22 students from class VIII A as experiment class and 21 students from class VIII C as control class. However, one student of grade VIII A were used as experimental classes at the end of the study, precisely at the time of giving posttest not enter the class, so one student is considered not included population, so population of this research is 42 student. The sample of this research is the students of class VIII A as experiment class that use the strategy of PQSRT and class VIII C as the control class.

4.1.1 Reading comprehension learning outcome by using PQRST strategy

In implemetation the strategy, the researcher took some meetings to teach reading comprehension in MTs DDI As-Salman Allakuang. There were six meetings for doing this research. First meeting was introduction, four meetings for doing the treatment and last meeting was for giving a post-test to students.

The first meeting was July 16, 2018, first, the researcher gave motivation to students about the ease of learning English by telling the researcher's experiences in

learning English. After that, the researcher explained to the students about the PQRST strategy and how the PQRST steps are. Students were very enthusiastic after listening to researchers' explanations about this strategy. This is because teachers have never used this strategy in teaching reading comprehension.

The second meeting was July 17, 2018, at this meeting researcher wrote the title of the text on the board, then asked students to observe the title and students were asked to activate their prior knowledge related to the topic of the story. After that, students are asked to make questions about the topic to be read. This question leads them to be able to read more carefully and find the information they want to know. After asking questions, students are asked to read the text carefully and question the questions they made at the questioning stage. Next, students are asked to make a summary of the text using their own words. After that, the researcher gives students practice questions to find out how far they understand the text. At this meeting, students still experience difficulties in understanding this strategy.

The third meeting on July 18, 2018, at this meeting the researcher used the same strategy with a different topic from the second meeting. At this meeting, the researcher divided students into groups to do assignments after being given reading texts as well as the first meeting students were still working on group tests. At the second meeting, only a small number of students understood this strategy. However, at this third meeting, there was a development from the previous meeting. Students who have understood the use of this strategy has increased.

The fourth meeting on July 19, 2018, at this meeting the researcher used the same strategy with a different topic from the previous meeting. At this meeting, the researcher no longer divided students into groups. However, students are asked to do

individual tests to see each student's abilities. At this meeting, the researcher found that students who understood this strategy were half of them. Based on this, it can be seen that every meeting is always increasing.

The fifth meeting on July 20, 2018, at this meeting the researcher used the same strategy with different topics. In this meeting, the researcher gave tests to individual students. The reason why researchers are in the fourth and fifth meetings, students work on individual test questions, because the researcher wanted to know the reading comprehension of students individually rather than groups. At this meeting, researchers saw that only a small part of students did not understand about this strategy.

In the last meeting on july 21 2018, the researcher gave a post-test to students. Before that, the researcher did brainstorming first to take students' focusing and their attention. The students answerd the question based on their knowledge after treatment. It purpose to know whether this treatment affected students' reading comprension.

From the first meeting until the last meeting, the researcher concluded that the PQRST strategy changed the situation in class and in learning process. The students were more motivated and they enjoyed in class. The students gave more responses when the researcher teaching reading comprehension , and students were pleasent with the situation. It because of the preview step affected the students to activate their backround knowledge or preunderstanding about the text. So the students had their own understanding before they read the full text. It also established the students' understanding about the topic or theme of the text which is going to be read. Because, this step was done by previewing or giving pay attention at the picture, chart and the

title. The question step affected a students' curiosity about the text that they will be read. After doing this step, students had their motivation or encouragement to read the text. this step raissed the independence of students students because of their curiousity. because, they had some question or a reason why they want to read the text.

The read step helped the students have a good understanding of the text. As they read the full text, they also answered the questions they had made. by reading the text as a whole they got their goal to read the text. the state step, the students could explain the text well using their own words. They also had their understanding before and after reading the text. This step affected the students' thinking power, where a person is asked to have their own preception or understanding about the text. The test step, the students could know their ability in reading comprehension. The students will improve their comprehension in the next meeting if they find out about how far they can comprehend the text well. Test step was done to find out the students' comprehension and to make sure that the students really understand the text.

4.1.2   The significant effect of using PQRST strategy to improve students' reading comprehension

After the treatment was given by using the PQRST strategy for the experimental class and the conventional strategy for the control class, the learning outcomes through the post-test given by the researcher were obtained. The learning outcomes achieved by students of class VIII are as follows:

Table 4.1 Data Result of Posttest of Student of Class VIII

EXPERIMENT CLASS			CONTROL CLASS		
No	Name of students	Score (X_e)	No	Name of students	Score (X_k)

1	AH	64	1	AA	52
2	AS	88	2	AF	56
3	DF	84	3	AI	56
4	EDL	92	4	AL	72
5	FA	96	5	AS	72
6	FD	80	6	AWN	76
7	FNS	92	7	DPU	60
8	HK	80	8	FM	80
9	NA	72	9	GNA	60
10	NAA	72	10	IM	72
11	NI	80	11	KG	72
12	NF	92	12	MI	52
13	NH	80	13	MKMA	80
14	NJAP	84	14	MM	60
15	NM	88	15	MR	76
16	NN	80	16	MS	60
17	NNA	84	17	RN	80
18	NS	96	18	RP	60
19	RSN	92	19	SB	72
20	SAU	64	20	SNP	52
21	SPH	92	21	SS	76

4.1.2.1   Analysis Data

Based on the data above, the research analyzed the posttest result to find out the significant effect of PQRST strategy . Data analysis of the research results include:

4.1.2.1.1 Mean

To determine the mean value of the learning result (post-test) can use the following formula:

1. Experiment class

$\sum x_e$: 1752; N = 21

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1752}{21}$$

$\bar{X} = 83.4286$

2. Control class

$\sum x_k$: 1396; n = 21

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1396}{21}$$

$\bar{X} = 66.4762$

4.1.2.1.2 Median

The median is the mean value of a data distribution. The first step to find the median is to sort the data from the smallest to the largest, then the median of the data is calculated using the formula. The formula used to find the median of a data distribution is as follows Experiment class:

1. Experiment class

The median of the data of experiment class is as follows:

$$M_e = x_{\frac{1}{2}}(n + 1)$$

$$M_e = x_{\frac{1}{2}}(21 + 1)$$

$$M_e = x_{\frac{1}{2}}(22)$$

$$M_e = x_{11}$$

$$M_e = 80$$

21

1

2

2

2

2

2

2

2

2

2

Table 4.2 The Rate Percentage of Frequency Posttest Score of Experimental Class

No.	Classification	Score	Frequency	Percentage
1.	Very Good	80 - 100	16	76.19%
2.	Good	66 - 79	2	9.52%
3.	Fair	56 - 65	2	9.52%
4.	Poor	40 - 55	0	0%
5.	Very Poor	≤ 39	0	0%
	Total		21	100%

(Data Source; Students' Experimental Class Score in Posttest)

The data of the table above showed that the rate percentage of post-test there were fourteen students (76.19%) got very good score, three students (9.52%) got good score, four students (9.52%) got fair score and none of the students got poor and very poor score. Based on the table above, showed that the rate frequency and percentage of the students' score in reading test was good and most of them got very good score.

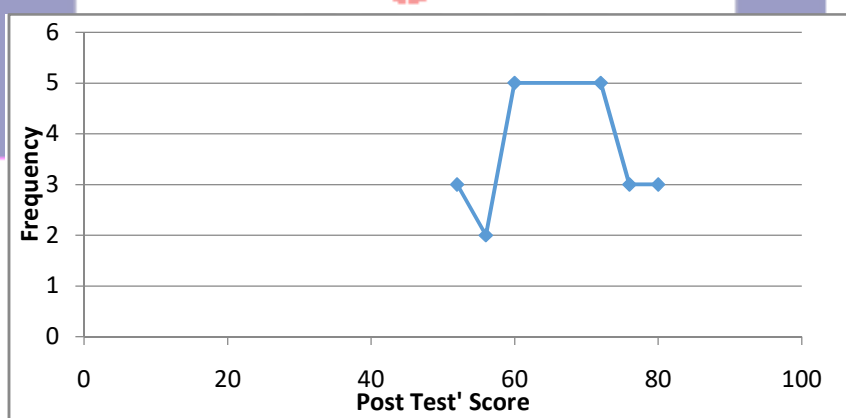Figure 4.2 Graph of Posttest Result of The Control Class

Table 4.3 The Rate Percentage of Frequency Posttest Score of Control Class

No.	Classification	Score	Frequency	Percentage
1.	Very Good	80 - 100	3	14.28%
2.	Good	66 - 79	8	38.09%
3.	Fair	56 - 65	2	9.52%
4.	Poor	40 - 55	3	14.28%
5.	Very Poor	≤ 39	0	0%
	Total		21	100%

(Data Source; Students' Control Class Score in Posttest)

The data in the table above showed that the rate percentage of pos-test there were three students (14,28%) very good score, eight students (38.09%) got good score, 2 students (9.52%) got fair score, three students (14.28%) got poor score, and none of the students got very poor score. Based on the table above, showed that the rate frequency and percentage of the students' score in reading test were still low and most of them got good, fair and poor score.

4.1.2.2 Prerequisite Test

4.1.2.2.1 Normality Test

The normality test is used to test whether the data taken is normally distributed or not. this normality test takes the value of student learning outcomes in the form of posttest from the experimental class and control class. Based on the experimental group data, the biggest value of $L = | F (Z) -S (Z) |$ is 0.074. whereas from table lilliforts normality at 5% significant level with sample size = 21 is 0.1881. because Lhitung <Ltable, it means the frequency distribution of tested data is normal.

Based on the experimental group data, the largest value of $L = | F (Z) -S (Z) |$ is -0.21326. whereas from table lilliforts normality at 5% significant level with sample

size = 21 is 0.1881. because Lhitung <Ltable then H₀ is accepted, it means the frequency distribution of tested data is normal.

Table 4.4 Normality Test (Post-Test) Class Experimen And Class Control

Class	Total number of sample	L_{hitung}	L_{table}	Where
Experiment	21	0.074	0.1881	Normal
Control	21	-0.21326	0.1881	Normal

4.1.2.2.2   Homogenity Test

Homogenity test done to find out wheter the two groups came from homogeneous population or not. Testing variant homogenity research data using f test. The data is as follow:

$$F = \frac{biggest\ varian}{smallest\ varian} = \frac{90.057}{101.562} = 0.887$$

The result of the data above is compared with the F_{table} with dk numerator (21-1=20), and dk denominator (21-1=20). Based on this dk and using 5% significance of degree then $F_{table} = 2.12$. So the $F_{count} < F_{table}$ (0.887 < 2.12). thus it can be stated that the two groups are homogeneous.

4.1.2.2.3   Hypothesis testing

Hypothesis in this research is tested by using t-test. t test calculations can be viewed in the following work table:

Table 4.5 T-test Work Table

X_1	X_2
$\sum 1752$	$\sum 1396$
Var = 90.057	Var= 101.562

$$t - test = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-2)S_2^2}{n_1+n_2-2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{83.4286 - 66.4762}{\sqrt{\frac{(21-1)90.057+ (21-1)101.562}{21+21-2}\left(\frac{1}{21} + \frac{1}{21}\right)}}$$

$$= \frac{83.4286 - 66.4762}{\sqrt{\frac{(20)90.057+ (20)101.562}{21+21-2}\left(\frac{1}{21} + \frac{1}{21}\right)}}$$

$$= \frac{16.9524}{\sqrt{\frac{1801.14+ 2031.2}{40}\left(\frac{2}{21}\right)}}$$

$$= \frac{16.9524}{\sqrt{\frac{3832.34}{40}(0.95)}}$$

$$= \frac{16.9524}{\sqrt{95.8085(0.95)}}$$

$$= \frac{16.9524}{\sqrt{91.0181}}$$

$$= \frac{16.9524}{9.5403} = 1.7769$$

Based on the calculation above data shows that in the experimental class with a sample size of 21 students obtained an average score of 83.4286 and for the control class with the same number of samples that is 21 students obtained an average score of 66.4762. Furthermore, on the t-test result shows the value of tcount = 1.7769. To determine the level of significance the difference should be used t table contained in table t values. Before looking at t_{table}, first must be determined the degree of freedom (db) with the formula $n_1 + n_2 - 2 = 40$ on this value can be written t_{table}(5% =1.684) < t_{count} (1.7769), this means that the t_{count} is greater than the ttable value at 5% significance level.

Based on the data analysis above can be said there is a difference between students who were taught by using PQRST strategy with students taught using conventional learning strategy. Therefore it can be concluded that there is influence of PQRST strategy on learning achievement of reading comprehension in grade VIII student MTs DDI As-salman Allakuang.

To find out how big the effect from learning strategy of PQRST to learning comprehension result of student class VIII MTs As-salman Allakuang can be calculated by using the following formula:

$$Y = \frac{\overline{X_1} - \overline{X_2}}{\overline{X_2}} \times 100\%$$

$$= \frac{83.4286 - 66.4762}{66.4762} \times 100\%$$

$$= \frac{16.9524}{66.4762} \times 100\%$$

$$= 0.255 \times 100\%$$

$$= 25.5\%$$

Based on the above calculation can be concluded that the effect of PQRST strategy on reading comprehension in grade VIII MTs DDI As-Salman Allakuang is 25.5%.

4.2 Discussion and Interpretation

The PQRST strategy (Preview, Question, Read, State, Test) applied to the experimental group and conventional strategy applied to the control group in this study showed different effects on students' learning comprehension learning outcomes. This can be seen from the data showing that the average score of learning outcomes of the group of students who follow the learning with PQRST learning strategy (Preview, Question, Read, State, Test) is 83.4286 which is in very high

category while the group score of students who follow the learning with conventional learning strategy is 66.4762 which is in high category. The result showed that the PQRST strategy affect toward students' reading comprehension.

Based on the analysis and presentation of data above can be seen that there was the differences in posttest results between students taught using PQRST strategy with conventional strategy with the value $t\_test = 1.7769 < t\_table$ is 1.684 at 5% significant of degree. It can be concluded that there is the effect of PQRST strategy on reading comprehension of eighth-grade students of MTs DDI As-Salman Allakuang. The great effect of PQRST strategy on reading comprehension of eighth-grade students of MTs DDI As-Salman Allakuang is 25.5%.

Based on the statement in chapter I, it said that most of students have problem in comprehending the text. it was caused by some factors, that include poor material, strategy, the English teacher and time consumed. In the treatment, The problem that the students faced mostly is lack of basic about English and lack of vocabulary. The researcher knew that case after asking the students about English. Some students said that they didn't about English because they seldom got it when they were in elementry school. So, they don't have many vocabulary in their mind. For overcoming this problem, the resercher gave to students some vocabularies in every meeting for them to memorize it. So they can get more vocabulary and it help them to understand the English text.

In the treatment the researher used PQRST strategy in every meeting using different topic. The PQRST strategy created the students' preunderstanding aboutt what they read. This preunderstandin g was gotten in preview step and question step. This statement was supported by Prih Febtiningsih in chapter II, preview is the first

step that can activate their background knowledge by skimming over the material to get a general understanding of what is about. Also, according to Nopri Maulia in chapter II, the question step step helps the students to focus and create the curiosity toward the texts. According to Hayati Akyol in chapter II, Preview-question-read-summarize/state (PQRST) strategy improved the comprehension skills of the students as it motivated them to review the text or book and stimulated their preunderstanding of the text.

After conducting this research, the writer found that the PQRST strategy was suitable in teaching reading comprehesnsion and motivated the students to improve their ability in reading comprehension. It supported by the statement of Tris Ismiyanti in chapter II. The PQRST strategy could help students in overcoming difficulties in reading so as to increase understanding in helping students whose memory power is lacking or lacking in understanding the reading they read with reading steps. With this strategy the teaching and learning process, especially reading comprehension is more varied so that it can produce optimal learning.

After was done the hypothesis testing, the researcher found that there was significant effect of PQRST strategy on students' reading cpmprehension at the eight grade of MTs DDI As-Salman Allakuang. The purpose of this research reacheded, the researcher proved that there was a effect of PQRST strategy on students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the posttest given in the experiment class in this study can be seen the results of student learning taught by using PQRST strategy is better than the control class taught by using conventional strategy. The result of study or posttest of experimental class student is mean = 83,4286, median = 80 and mode = 80 and 92. The result of the data analysis by using t-test showed the value of t_{test} (t_o) was higher than t_{table} (t_t), $t_o => 1.7769$ t_t_t is 1.684 at 5% significant degree. Based on data analysis, it can be concluded that there is a significant effect of PQRST strategy toward reading comprehension in eighth grade MTs DDI As-Salman Allakuang. The PQRST strategy is very helpful for students in understanding English text, because with this strategy it can be clearly seen that the posttest score of students taught using PQRST strategy is better than the posttest score of students taught by conventional strategy. Based on the calculation can be concluded that the influence of PQRST strategy on students' reading comprehension of eighth grade students of MTs DDI As-Salman Allakuang was 25,5%.

5.2 Suggestion

Based on the results of the study, the discussion, and the conclusion, it can be proposed some suggestions to the school, this research indicates that the learning achievement of reading comprehension of the students learning using PQRST learning strategy is better than the learning result of the students learning using conventional learning strategy. Therefore, in order to improve the quality of process and learning outcomes, the headmaster suggested that teachers in the school use

PQRST's learning strategies to make learning more effective. To the teachers, it is recommended for MTs DDI As-salam Allakuang teachers, in order to implement the learning process should implement an innovative learning strategy and supported a relevant learning technique to improve student's learning achievement. One of the strategies that can be applied is PQRST learning strategy, as well as to other researchers, it is advisable for students who are interested to conduct further research on PQRST learning strategies in the field of English science and other fields, in order to pay attention to the constraints experienced in this study as a consideration for the improvement and refinement of research to be implemented.
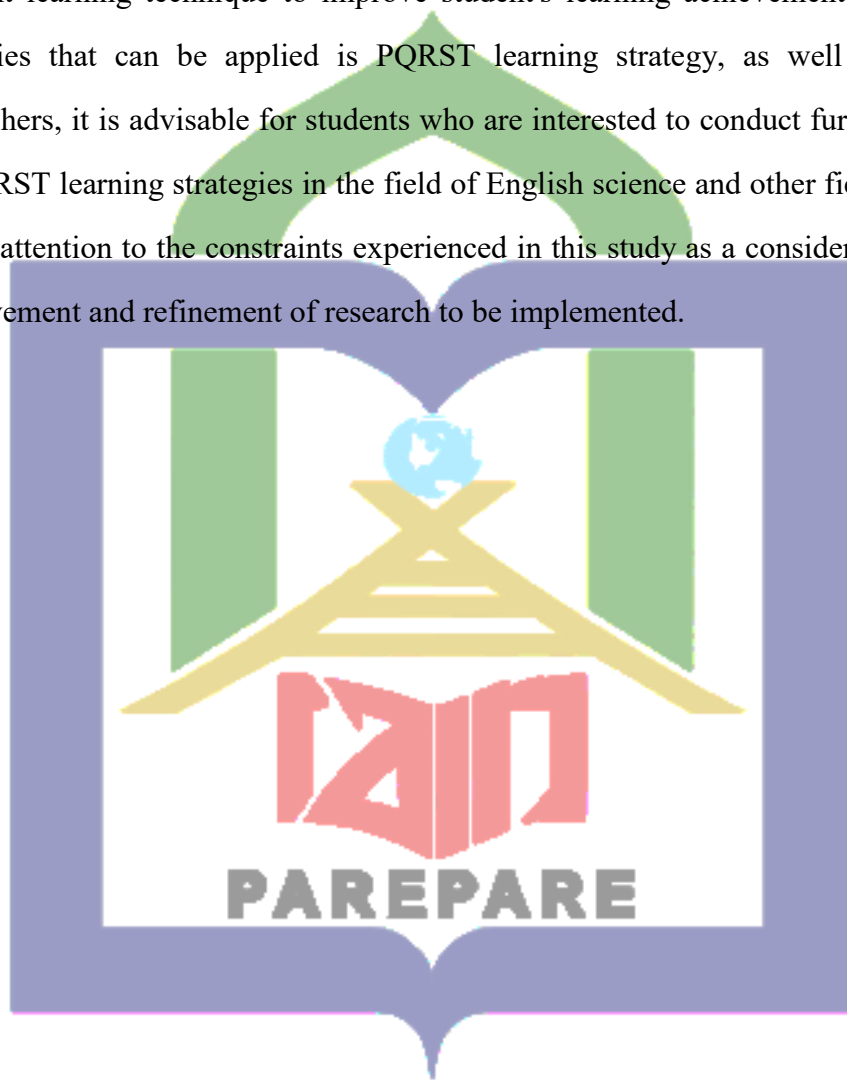
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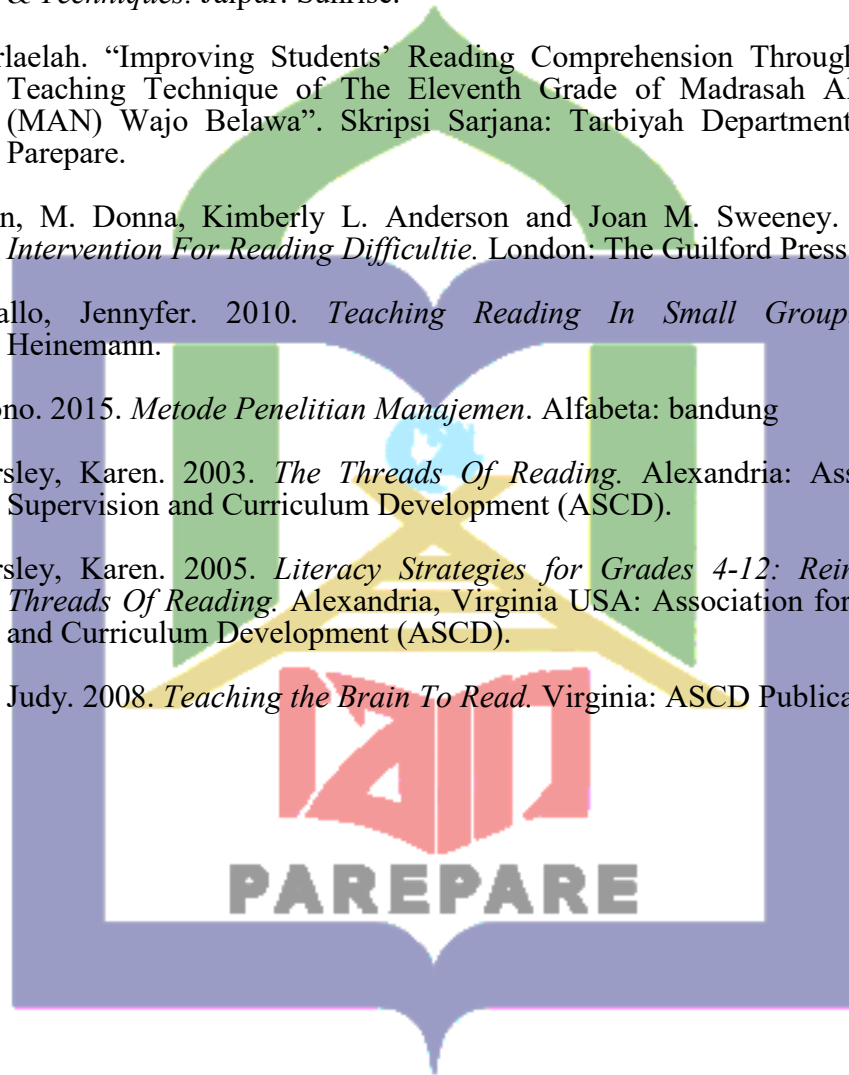
Appendix 1: Lesson Plan

Lesson Plan

Sekolah   : MTs DDI As-salman Allakuang
Mata pelajaran: Bahasa Inggris kelas VII
Materi pokok : narrative text dan recount text
Alokasi waktu: 8 X 80 menit
Kompetensi   : Membaca

A. Standar Kompetensi: membaca

1.1 memahami makna dalam essai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi dasar	Indikator
11.1 membaca nyaring bermakna teks fungsional dan essai pendek berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	• Membaca nyaring dan bermakna teks essay berbentuk narrative/recount
	• Mengidentifikasi berbagai makna teks narrative/recount
11.3 merespon makna dan langkah retorika dalam essai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk narrative/recount	• Mengidentifikasi tujuan komunikatif teks narrative/recount
	• Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative/recount
11.2 merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	• Mengidentifikasi berbagai informasi dalam teks fungsional
	• Mengidentifikasi tujuan fungsional dalam teks fungsional
	• Mengidentifikasi ciri kebahasaan dalam gteks fungsional

B. Tujuan pem belajaran

- Merespon teks narrative/recount
- M enemukan ide pokok dan informasi penting dalam teks narrative/recount
- Menemukan makna kata-kata sulit dalam teks narrative/recount
- Memberikan kesimpulan dari teks dan hubungannya dengan kehidupan sehari-hari

C. Materi pembelajaran: teks tulis berbentuk teks narrative/recount

Pertemuan pertama

Materi 1

Narrative teks is an imaginative story to entertain people.

Teks materi 1

The Prince and His Best Friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terriÀ ed and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Practice 6. Work with your partner. Ask your partner these Practice questions!

1. What is the meaning of friendship to you?
2. What would you do if your friend betrays you?
3. What would you do if one of your friends was in trouble?

Practice 7. Answer the following questions based on the story in Practice 5.

1. What kind of person was Prince Jonathan?

2. Who were Prince Jonathan's friends?

3. What happened when the Prince and his two friends were walking in the forest?

4. Why did Franklin try to persuade the Prince to surrender?

5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?

6. Why did Franklin sneak out to meet the bandits' leader?

7. Did the Prince manage to escape from the bandits? How?

8. After you read the story, what did you think of the Prince's friends?

Practice 8. Decide whether these statements are true (T) or false (F).

1. The young Prince was hated by his people.

2. The young Prince was kind to others.

3. The Prince had two best friends.

4. Both of the Prince's friends were rich people.

5. When the bandits attacked, they hurried back to the castle.

6. The Prince and his friends hid in an old house.

7. The Prince didn't want to surrender.

8. Franklin made an agreement with the bandits.

9. The bandits managed to enter the house by breaking the front door.

10. The Prince and Peter managed to escape but Franklin didn't.

Metode Pebelajaran: PPP (Presentation, Practice, Production)

Strategi pembelajaran

Opening 10 menit	• Guru menyapa dan menanyakan kabar siswa • Guru memeriksa kehadiran siswa • Bersama-sama siswa berdua sebelum belajar • Guru menjelaskan kepada siswa tentang tehnik PQRST

Presentation 10 menit	• **P-preview**
	  -Siswa dibagi berpasangan dengan teman sebelahnya
	  -Siswa diberikan judul teks dengan cara menuliskan di papan tulis lalu *brainstorming* terkait judul
	
	• **Q-question**
	  -siswa diminta untukmmemprediksi bersama teman sebangkunya tentang apa isi teks (argumen dan saran berkaitan dengan topik, bisa memakai WH *Question*

Practice 25 menit	• **R-read**
	  -siswa diminta membaca teks
	  -siswadiminta untuk mencari/menggaris bawahi

	kata-kata sulit yang ada didalam teks
	• **S-state**
	-siswa diminta untuk berdiskusi dengan teman sebangkunya lalu menyimpulkan main poin yang ada dalam teks
Production 30 menit	• **T-est**
	-siswa diminta mengerjakan tugas practice 6-8 secara individu
	-siswa diminta untuk mengumpulkan tugasnya
	-Guru menunjuk siswa secara acak untuk menjawab soal yang telah diberikan
Closing 5 menit	• Guru bersama siswa menyimpulkan materi
	• Berdoa, dan salam penutup

Pertemuan kedua

Teks materi 2

The Caliph and the Clown

The Caliph of Baghdad hired an intelligent and high spirited man as his court jester, and was much amused by his clever, witty comments. The clown was so well loved by his master that everyone at court showed him great respect. And so the Caliph was much surprised one day when he heard his beloved clown crying out in distress from the throne room. The Caliph hurried there and was astonished to À nd the guards beating the clown badly.

"Leave him alone at once!" he ordered. "Why are you beating him?"

"We found him sitting on your throne, O majesty!" the captain of the guards explained.

"out of my sight!" commanded the Caliph. "For sure the jester did not do it with the intention of offending me."

The clown, however, continued to weep and wail even after the guards had left.

"Stop it! Said the irritated Caliph.

"You're still in one piece, aren't you?

"I'm not crying for myself, my lord, I weep for you," the clown explained.

 "For me?" exclaimed the Caliph in surprise.

"Certainly! If I get beaten so badly for having been only a few minutes on the throne, how many beatings must you have suffered in all the years that you have been there?"

Practice 3. Work with your partner. Discuss the following phrases from the text in Practice 2.

1. high spirited man
2. court jester
3. clever, witty comments
4. great respect
5. beloved clown
6. crying out in distress
7. at once
8. out of my sight
9. weep and wail
10. still in one piece

Practice 4. Match the words in column A with their sinonyms in column B.

A	B
1. clever	a. adored
2. loved	b. amazed
3. great	c. big
4. astonished	d. purpose
5. intention	e. little
6. few	F. smart

Practice 5. Do the following instructions.

1. Identify the introduction of the story in Practice 2.
2. Mention who? When? Where?
3. Mention the action verbs and words that show time.
4. Mention its conflict.
5. Write how the conÁict is resolved

Opening 5 menit	- Guru menyapa dan menanyakan kabar siswa - Guru memeriksa kehadiran siswa - Bersama-sama siswa berdua sebelum belajar - Guru memberikan motivasi kepada siswa
Presentation 10 menit	**P-preview** -Siswa dibagi berpasangan dengan teman sebelahnya -Siswa diberikan judul teks dengan cara menuliskan di papan tulis lalu *brainstorming* terkait judul **Q-question** -siswa diminta untukmmemprediksi bersama teman sebangkunya tentang apa isi teks (argumen dan saran berkaitan dengan topik, bisa memakai WH *Question*
Practice 30 menit	**R-read**

	-siswa diminta membaca teks -siswadiminta untuk mencari/menggaris bawahi kata-kata sulit yang ada didalam teks • **S-state** -siswa diminta untuk berdiskusi dengan teman sebangkunya lalu menyimpulkan main poin yang ada dalam teks -Siswa dan guru berdiskusi tentang kata-kata yang sulit dalam teks
Production 30 menit	• **T-est** -siswa diminta mengerjakan tugas practice 3-5 secara individu -siswa diminta untuk mengumpulkan tugasnya -Guru menunjuk siswa secara acak untuk menjawab soal yang telah diberikan
Closing 5 menit	• Guru bersama siswa menyimpulkan materi • Berdoa, dan salam penutup

Pertemuan ketiga

Teks materi 3

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

Read the text carefully

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways

Practice 3. Answer the following questions based on the text in Practice 2.

1. Where did the writer À nd out about adolescence?

2. What is adolescence?

3. Is adolescence a period of physical growth only?

4. How old was the writer when he experienced adolescence?

5. How did it make him feel?

6. What did the writer do to divert his emotions?

7. When did the writer spend the days with his family?

8. Did the writer beneÀ t from the activities?

Opening 5 menit	• Guru menyapa dan menanyakan kabar siswa • Guru memeriksa kehadiran siswa • Bersama-sama siswa berdua sebelum belajar • Guru memberikan motivasi kepada siswa
Presentation 10 menit	• **P-preview** -Siswa dibagi berpasangan dengan teman sebelahnya -Siswa diberikan judul teks dengan cara menuliskan di papan tulis lalu *brainstorming* terkait judul • **Q-question** -siswa diminta untukmmemprediksi bersama teman sebangkunya tentang apa isi teks (argumen dan saran berkaitan dengan topik, bisa memakai WH *Question*
Practice 30 menit	• **R-read** -siswa diminta membaca teks -siswadiminta untuk mencari/menggaris bawahi kata-kata sulit yang ada didalam teks • **S-state** -siswa diminta untuk berdiskusi dengan teman sebangkunya lalu menyimpulkan main poin yang ada dalam teks -Siswa dan guru berdiskusi tentang kata-kata yang sulit dalam teks -Guru menunjuk siswa secara acak untuk menjawab soal yang telah diberikan
Production 30 menit	• **T-est** -siswa diminta mengerjakan tugas practice 3secara individu -siswa diminta untuk mengumpulkan tugasnya
Closing 5 menit	• Guru bersama siswa menyimpulkan materi • Berdoa, dan salam penutup

Perteuan keempat

Teks materi 4

My Personal Experience

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difÀ cult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled "The inventors of Medicine". I thought "OK, this is a start". I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch's experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the À rst antibiotic and penicillin.

After I read the book, I realised that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behaviour and became a doctor.

Practice 2. Read the text in Practice 1 again. Then, answer Practice the following questions.

1. When did the story take place?
 2. Was the writer a diligent student?
 3. What lessons did the writer hate?
4. What was the title of the book that the writer read?
 5. Who were mentioned in the book? Who were they?
6. What happened to the writer after he read the book?

Practice 3. Decide whether these statements are true (T) or false (F).

1. The writer was a lazy student when he was in junior high school.
2. The writer was grounded because he didn't do his Biology homework.
3. The writer was told to make a book review.
4. He looked for the books in a bookstore.
5. He found a book about medical health.

Opening 5 menit	• Guru menyapa dan menanyakan kabar siswa • Guru memeriksa kehadiran siswa • Bersama-sama siswa berdua sebelum belajar • Guru memberikan motivasi kepada siswa

Presentation 10 menit	**P-preview** -Siswa diberikan judul teks dengan cara menuliskan di papan tulis lalu *brainstorming* terkait judul **Q-question** -siswa diminta untuk mmemprediksi tentang apa isi teks (argumen dan saran berkaitan dengan topik, bisa memakai WH *Question*
Practice 30 menit	**R-read** -siswa diminta membaca teks -siswadiminta untuk mencari/menggaris bawahi kata-kata sulit yang ada didalam teks **S-state** -siswa diminta untuk menyimpulkan main poin yang ada dalam teks -Siswa dan guru berdiskusi tentang kata-kata yang sulit dalam teks
Production 30 menit	**T-est** -siswa diminta mengerjakan tugas practice 2 dan 3secara individu -siswa diminta untuk mengumpulkan tugasnya -Guru menunjuk siswa secara acak untuk menjawab soal yang telah diberikan
Closing 5 menit	- Guru bersama siswa menyimpulkan materi - Berdoa, dan salam penutup

D. Penilaian hasil belajar
1. Penilaian sikap : observasi/pengamatan
2. Penilaian pengetahuan: tes tertulis
3. Penilaian unjuk kerja : unjuk kerjapraktik

Parepare, Juli12 2018
The Researcher

<u>Nurul Khairunnissa</u>
Nim: 14.1300.093

Appendix 2: Instrument Test

POSTTEST

TEXT 1

A WOMAN AND THE WOLVES

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

1. What separated between one village to another a long time ago in the New Territories ?

a. Another village
b. Mountains
c. Forests
d. Hills ve. Towers and logs

2. Who was Ah Tim ?
   a. The young woman's brother
   b. The young woman's son
   c. The young woman's brother and nephew
   d. The young woman's brother's son
   e. One of the men who fetched a stick
3. Who walked in front when they were in the forest ?
   a. Ah Tm
   b. The woman
   c. The woman's son
   d. Her brother's nephew
   e. The baby and his mother
4. 4. How could the wolves catch Ah Tim ?
   a. He was afraid
   b. He was stumbled by a stone
   c. He ran slowly
   d. The woman cried
   e. The wolves were good runners
5. 5. The woman gave her son to the wolves because
   a. She loved her nephew than her son.
   b. She thought about how her brother would be
   c. She wanted her son was eaten by the wolves
   d. She was crazy
   e. She kept a grudge on his brother
6. 6. What did the villagers bring sticks for ?
   a. For the weapon to beat the wolves
   b. To bring the woman's nephew
   c. For the fire woods.
   d. For play
   e. For building a house for the woman.
7. 7. " all men in the village fetched thick stick … " the word " fetched" has a similar meaning to :
   a. Received
   b. Caught
   c. Got
   d. Hit
   e. Lifted

8. 8. From the passage we learn that the villages were ….
   a. Located in one huge area
   b. Situated in a large district
   c. Separated by untamed jungles.
   d. Wild and unsafe
   e. Dark and very dangerous
9. 9. The brother let her son go with his aunt as she left home because ….
   a. Ah Tim wanted to see the wolves
   b. His aunt wanted him to come long
   c. Ah Tim was bored to live with his parents
   d. The baby was too cute to be alone
   e. Ah Tim would be a guardian for them
10. 10. What is the purpose of the writer by writing the story above ?
    a. To describe the danger of the villages
    b. To entertain the readers of the story
    c. To tell the villagers' relationship
    d. To explain how important a relative is
    e. To narrate how the wolves were playing with the baby.

TEXT 2

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It"s just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, TanjungPriok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in schools and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

CHOOSE THE BEST ANSWER BASED ON THE TEXT!
1. The most appropriate topic for the text is ….
   A. economic
   B. politic
   C. entrepreneur
   D. social
   E. education
2. What is the genre of the text?
   A. Narrative
   B. Descriptive
   C. Spoof
   D. Recount
   E. Hortatory exposition
3. What is the purpose of the text?
   A. To inform about corruption in Indonesia
   B. To describe the relation between money and corruption
   C. To persuade the reader about the effort to eradicate corruption
   D. To entertain the reader with the corruption's problem
   E. To retell the differences between smuggling and corruption
4. What is the function of the first paragraph?
   A. Giving recommendations
   B. Giving the conclusion
   C. Stating the reasons behind the thesis
   D. Describing the problem
   E. Giving arguments
5. What is the function of the last paragraph?
   A. Giving recommendations

B. Giving the conclusion

C. Stating the reasons behind the thesis

D. Describing the problem

E. Giving arguments

6. The best title for the text is ….

A. money

B. corruption

C. the definition of corruption

D. relation between corruption and money

E. the survey of corruption in TanjungPriok

7. What is the most corrupt city in the world based on the text?

A. Jakarta

B. United Stated

C. Indonesia

D. TanjungPriok

E. Yogyakarta

8. What does the second paragraph tell about?

A. Money

B. Corruption

C. The definition of corruption

D. Relation between corruption and money

E. The survey of corruption in Tanjung Priok

9. Based on the text, the writer lives in ….

A. Jakarta

B. United Stated

C. Indonesia

D. Tanjung Priok

E. Yogyakarta

10. The survey has made me sad (paragraph 2)

The synonym of *sad* is ….

A. happy

B. shocking

C. reliable

D. bad

E. unpleasant

11. It's just a matter of intensity (paragraph 1)

The word *it* refers to ….

A. Money (that corruption is common everywhere in the world)

B. corruption

C. definition of corruption

D. relation between corruption and money

E. The survey of corruption in TanjungPriok

12. We have to prevent the younger generations from getting a bad … (paragraph 3)

The antonym of *bad* is ….

A. worst

B. the worst

C. good

D. better

E. the best

13. "Smuggling" in second paragraph has the closest meaning to ….

A. buy

B. rent

C. lend

D. bribe

E. contribute

14. They even bribe the officials (paragraph 2)

The word *they* refers to ….

A. younger generations

B. people

C. entrepreneurs

D. corruptors

E. writers

15. The followings are the writer's believes, except …

A. the writer believes that people have to prevent the younger generations from getting a bad mentality caused by corruption.

B. the writer thinks that everyone should be involved in the effort to eradicate corruption.

C. the writer thinks that people should start anti-corruption education at the earliest stages in schools.

D. the writer thinks that corruptor should get sentenced to die.

E. the writer thinks that people must not make any distinction about corruption.

Appendix 3: Table of Distribution t

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

dk	α untuk uji dua fihak (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
	α untuk uji satu fihak (one tail test)					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

789

Appendix 4: f Table

V_1 = dk pembilang

V_2 = dk penyebut	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	0
12	4,75 / 9,33	3,88 / 6,93	3,49 / 5,95	3,26 / 5,41	3,11 / 5,06	3,00 / 4,82	2,92 / 4,65	2,85 / 4,50	2,80 / 4,39	2,76 / 4,30	2,72 / 4,22	2,69 / 4,16	2,64 / 4,05	2,60 / 3,98	2,54 / 3,86	2,50 / 3,78	2,46 / 3,70	2,42 / 3,61	2,40 / 3,55	2,36 / 3,49	2,35 / 3,45	2,32 / 3,41	2,31 / 3,38	2,30 / 3,36
13	4,67 / 9,07	3,80 / 6,71	3,41 / 5,74	3,18 / 5,20	3,02 / 4,86	2,92 / 4,62	2,84 / 4,44	2,77 / 4,30	2,72 / 4,19	2,67 / 4,10	2,63 / 4,02	2,60 / 3,96	2,55 / 3,85	2,51 / 3,78	2,46 / 3,67	2,42 / 3,59	2,38 / 3,51	2,34 / 3,42	2,32 / 3,37	2,28 / 3,30	2,26 / 3,27	2,24 / 3,21	2,22 / 3,18	2,21 / 3,16
14	4,60 / 8,86	3,74 / 6,51	3,34 / 5,56	3,11 / 5,03	2,96 / 4,69	2,85 / 4,46	2,77 / 4,28	2,70 / 4,14	2,65 / 4,03	2,60 / 3,94	2,56 / 3,86	2,53 / 3,80	2,48 / 3,70	2,44 / 3,62	2,39 / 3,51	2,35 / 3,43	2,31 / 3,34	2,27 / 3,26	2,24 / 3,21	2,21 / 3,14	2,19 / 3,11	2,16 / 3,06	2,14 / 3,02	2,13 / 3,00
15	4,54 / 8,68	3,68 / 6,36	3,29 / 5,42	3,06 / 4,89	2,90 / 4,56	2,79 / 4,32	2,70 / 4,14	2,64 / 4,00	2,59 / 3,89	2,55 / 3,80	2,51 / 3,73	2,48 / 3,67	2,43 / 3,56	2,39 / 3,48	2,33 / 3,36	2,29 / 3,29	2,25 / 3,20	2,21 / 3,12	2,18 / 3,07	2,15 / 3,00	2,12 / 2,97	2,10 / 2,92	2,08 / 2,89	2,07 / 2,87
16	4,49 / 8,53	3,63 / 6,23	3,24 / 5,29	3,01 / 4,77	2,85 / 4,44	2,74 / 4,20	2,66 / 4,03	2,59 / 3,89	2,54 / 3,78	2,49 / 3,69	2,45 / 3,61	2,42 / 3,55	2,37 / 3,45	2,33 / 3,37	2,28 / 3,25	2,24 / 3,18	2,20 / 3,10	2,16 / 3,01	2,13 / 2,96	2,09 / 2,89	2,07 / 2,86	2,04 / 2,80	2,02 / 2,77	2,01 / 2,75
17	4,45 / 8,40	3,59 / 6,11	3,20 / 5,18	2,96 / 4,67	2,81 / 4,34	2,70 / 4,10	2,62 / 3,93	2,55 / 3,79	2,50 / 3,68	2,45 / 3,59	2,41 / 3,52	2,38 / 3,45	2,33 / 3,35	2,29 / 3,27	2,23 / 3,16	2,19 / 3,08	2,15 / 3,00	2,11 / 2,92	2,08 / 2,86	2,04 / 2,79	2,02 / 2,76	1,99 / 2,70	1,97 / 2,67	1,96 / 2,65
18	4,41 / 8,28	3,55 / 6,01	3,16 / 5,09	2,93 / 4,58	2,77 / 4,25	2,66 / 4,01	2,58 / 3,85	2,51 / 3,71	2,46 / 3,60	2,41 / 3,51	2,37 / 3,44	2,34 / 3,37	2,29 / 3,27	2,25 / 3,19	2,19 / 3,07	2,15 / 3,00	2,11 / 2,91	2,07 / 2,83	2,04 / 2,78	2,00 / 2,71	1,98 / 2,68	1,95 / 2,62	1,93 / 2,59	1,92 / 2,57
19	4,38 / 8,18	3,52 / 5,93	3,13 / 5,01	2,90 / 4,50	2,74 / 4,17	2,63 / 3,94	2,55 / 3,77	2,48 / 3,63	2,43 / 3,52	2,38 / 3,43	2,34 / 3,36	2,31 / 3,30	2,26 / 3,19	2,21 / 3,12	2,15 / 3,00	2,11 / 2,92	2,07 / 2,84	2,02 / 2,76	2,00 / 2,70	1,96 / 2,63	1,94 / 2,60	1,91 / 2,54	1,90 / 2,51	1,88 / 2,49
20	4,35 / 8,10	3,49 / 5,85	3,10 / 4,94	2,87 / 4,43	2,71 / 4,1	2,60 / 3,87	2,52 / 3,71	2,45 / 3,56	2,40 / 3,45	2,35 / 3,37	2,31 / 3,30	2,28 / 3,23	2,23 / 3,13	2,18 / 3,05	2,12 / 2,94	2,08 / 2,86	2,04 / 2,77	1,99 / 2,69	1,96 / 2,63	1,92 / 2,56	1,90 / 2,53	1,87 / 2,47	1,85 / 2,44	1,84 / 2,42
21	4,32 / 8,02	3,47 / 5,78	3,07 / 4,87	2,84 / 4,37	2,68 / 4,04	2,57 / 3,81	2,49 / 3,65	2,42 / 3,51	2,37 / 3,40	2,32 / 3,31	2,28 / 3,24	2,25 / 3,17	2,20 / 3,07	2,15 / 2,99	2,09 / 2,88	2,05 / 2,80	2,00 / 2,72	1,96 / 2,63	1,93 / 2,58	1,89 / 2,51	1,87 / 2,47	1,84 / 2,42	1,82 / 2,38	1,81 / 2,36
22	4,30 / 7,94	3,44 / 5,72	3,05 / 4,82	2,82 / 4,31	2,66 / 3,99	2,55 / 3,76	2,47 / 3,59	2,40 / 3,45	2,35 / 3,35	2,30 / 3,26	2,26 / 3,18	2,23 / 3,12	2,18 / 3,02	2,13 / 2,94	2,07 / 2,83	2,03 / 2,75	1,98 / 2,67	1,94 / 2,58	1,91 / 2,53	1,87 / 2,46	1,84 / 2,42	1,81 / 2,37	1,80 / 2,33	1,78 / 2,31
23	4,28 / 7,88	3,42 / 5,66	3,03 / 4,76	2,80 / 4,26	2,64 / 3,94	2,53 / 3,71	2,45 / 3,54	2,38 / 3,41	2,32 / 3,30	2,28 / 3,21	2,24 / 3,14	2,20 / 3,07	2,14 / 2,97	2,10 / 2,89	2,04 / 2,78	2,00 / 2,70	1,96 / 2,62	1,91 / 2,53	1,88 / 2,48	1,84 / 2,41	1,82 / 2,37	1,79 / 2,32	1,77 / 2,28	1,76 / 2,26
24	4,26 / 7,82	3,40 / 5,61	3,01 / 4,72	2,78 / 4,22	2,62 / 3,90	2,51 / 3,67	2,43 / 3,50	2,36 / 3,36	2,30 / 3,25	2,26 / 3,17	2,22 / 3,09	2,18 / 3,03	2,13 / 2,93	2,09 / 2,85	2,02 / 2,74	1,98 / 2,66	1,94 / 2,58	1,89 / 2,49	1,86 / 2,44	1,82 / 2,36	1,80 / 2,33	1,76 / 2,27	1,74 / 2,23	1,73 / 2,21
25	4,24 / 7,77	3,38 / 5,57	2,99 / 4,68	2,76 / 4,18	2,60 / 3,86	2,49 / 3,63	2,41 / 3,46	2,34 / 3,32	2,28 / 3,21	2,24 / 3,13	2,20 / 3,05	2,16 / 2,99	2,11 / 2,89	2,06 / 2,81	2,00 / 2,70	1,96 / 2,62	1,92 / 2,54	1,87 / 2,45	1,84 / 2,40	1,80 / 2,32	1,77 / 2,29	1,74 / 2,23	1,72 / 2,19	1,71 / 2,17
26	4,22 / 7,72	3,37 / 5,53	2,99 / 4,64	2,74 / 4,14	2,59 / 3,82	2,47 / 3,59	2,39 / 3,42	2,32 / 3,29	2,27 / 3,17	2,22 / 3,09	2,18 / 3,02	2,15 / 2,96	2,10 / 2,86	2,05 / 2,77	1,99 / 2,66	1,95 / 2,58	1,90 / 2,50	1,85 / 2,41	1,82 / 2,36	1,78 / 2,28	1,76 / 2,25	1,72 / 2,19	1,70 / 2,15	1,69 / 2,13

Appendix 5: Posttest

Experiment class

POSTTEST

TEXT 1

A WOMAN AND THE WOLVES

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

1. What separated between one village to another a long time ago in the New Territories ?
   a. Another village
   b. Mountains
   c. Forests
   d. Hills ve. Towers and logs

2. Who was Ah Tim ?
   a. The young woman's brother
   b. The young woman's son
   c. The young woman's brother and nephew
   d. The young woman's brother's son
   e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?
   a. Ah Tm
   b. The woman
   c. The woman's son
   d. Her brother's nephew
   e. The baby and his mother

Ashara Sakina

4. 4. How could the wolves catch Ah Tim ?
   a. He was afraid
   b. He was stumbled by a stone ✓
   c. He ran slowly
   d. The woman cried
   e. The wolves were good runners
5. 5. The woman gave her son to the wolves because
   a. She loved her nephew than her son.
   b. She thought about how her brother would be ✓
   c. She wanted her son was eaten by the wolves
   d. She was crazy
   e. She kept a grudge on his brother
6. 6. What did the villagers bring sticks for ?
   a. For the weapon to beat the wolves ✓
   b. To bring the woman's nephew
   c. For the fire woods.
   d. For play
   e. For building a house for the woman.
7. 7. " all men in the village fetched thick stick … " the word " fetched" has a similar meaning to :
   a. Received
   b. Caught
   c. Got ✗
   d. Hit
   e. Lifted
8. 8. From the passage we learn that the villages were ….
   a. Located in one huge area ✗
   b. Situated in a large district
   c. Separated by untamed jungles.
   d. Wild and unsafe
   e. Dark and very dangerous
9. 9. The brother let her son go with his aunt as she left home because ….
   a. Ah Tim wanted to see the wolves
   b. His aunt wanted him to come long
   c. Ah Tim was bored to live with his parents ✓
   d. The baby was too cute to be alone
   e. Ah Tim would be a guardian for them
10. 10. What is the purpose of the writer by writing the story above ?
    a. To describe the danger of the villages
    b. To entertain the readers of the story ✓
    c. To tell the villagers' relationship
    d. To explain how important a relative is
    e. To narrate how the wolves were playing with the baby.

TEXT 2

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It"s just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, TanjungPriok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in schools and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

CHOOSE THE BEST ANSWER BASED ON THE TEXT!
1. The most appropriate topic for the text is ….
    A. economic
    B. politic
    C. entrepreneur
    D. social
    E. education
2. What is the genre of the text?
    A. Narrative
    B. Descriptive
    C. Spoof
    D. Recount
    E. Hortatory exposition
3. What is the purpose of the text?
    A. To inform about corruption in Indonesia
    B. To describe the relation between money and corruption
    C. To persuade the reader about the effort to eradicate corruption
    D. To entertain the reader with the corruption"s problem
    E. To retell the differences between smuggling and corruption
4. What is the function of the first paragraph?
    A. Giving recommendations
    B. Giving the conclusion
    C. Stating the reasons behind the thesis
    D. Describing the problem
    E. Giving arguments

5. What is the function of the last paragraph?
    A. Giving recommendations

B. Giving the conclusion
C. Stating the reasons behind the thesis
D. Describing the problem
E. Giving arguments ✓

6. The best title for the text is ....
A. money
B. corruption
C. the definition of corruption ✓
D. relation between corruption and money
E. the survey of corruption in TanjungPriok

7. What is the most corrupt city in the world based on the text?
A. Jakarta
B. United Stated
C. Indonesia ✓
D. TanjungPriok
E. Yogyakarta

8. What does the second paragraph tell about?
A. Money
B. Corruption
C. The definition of corruption
D. Relation between corruption and money ✓
E. The survey of corruption in Tanjung Priok

9. Based on the text, the writer lives in ....
A. Jakarta
B. United Stated
C. Indonesia ✓
D. Tanjung Priok
E. Yogyakarta

10. The survey has made me sad (paragraph 2)
The synonym of *sad* is ....
A. happy
B. shocking
C. reliable ✓
D. bad
E. unpleasant

11. It's just a matter of intensity (paragraph 1)

The word *it* refers to ....
A. Money (that corruption is common everywhere in the world)
B. corruption
C. definition of corruption ✓
D. relation between corruption and money

E. The survey of corruption in TanjungPriok

12. We have to prevent the younger generations from getting a bad ... (paragraph 3)

The antonym of *bad* is ....
   A. worst
   B. the worst
   C. good
   D. better ✓
   E. the best

13. "Smuggling" in second paragraph has the closest meaning to ....
   A. buy ✓
   B. rent
   C. lend
   D. bribe
   E. contribute

14. They even bribe the officials (paragraph 2)

The word *they* refers to ....
   A. younger generations
   B. people
   C. entrepreneurs ✓
   D. corruptors
   E. writers

15. The followings are the writer's believes, except ...
   A. the writer believes that people have to prevent the younger generations from getting a bad mentality caused by corruption.
   B. the writer thinks that everyone should be involved in the effort to eradicate corruption
   C. the writer thinks that people should start anti-corruption education at the earliest stages in schools ✓
   D. the writer thinks that corruptor should get sentenced to die
   E. the writer thinks that people must not make any distinction about corruption

$$\frac{22}{25} \times 100 = 88$$

POSTTEST

TEXT 1

A WOMAN AND THE WOLVES

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

1. What separated between one village to another a long time ago in the New Territories ?
    a. Another village
    b. Mountains
    ⓒ Forests
    d. Hills ve. Towers and logs

2. Who was Ah Tim ?
    a. The young woman's brother
    b. The young woman's son
    c. The young woman's brother and nephew
    ⓓ The young woman's brother's son
    e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?
    ⓐ Ah Tm
    b. The woman
    c. The woman's son
    d. Her brother's nephew
    e. The baby and his mother

4. 4. How could the wolves catch Ah Tim ?
   a. He was afraid
   b. He was stumbled by a stone ✓
   c. He ran slowly
   d. The woman cried
   e. The wolves were good runners
5. 5. The woman gave her son to the wolves because
   a. She loved her nephew than her son.
   b. She thought about how her brother would be ✓
   c. She wanted her son was eaten by the wolves
   d. She was crazy
   e. She kept a grudge on his brother
6. 6. What did the villagers bring sticks for ? ✓
   a. For the weapon to beat the wolves
   b. To bring the woman's nephew
   c. For the fire woods.
   d. For play
   e. For building a house for the woman.
7. 7. " all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to :
   a. Received
   b. Caught
   c. Got ✓
   d. Hit
   e. Lifted
8. 8. From the passage we learn that the villages were ....
   a. Located in one huge area ✗
   b. Situated in a large district
   c. Separated by untamed jungles.
   d. Wild and unsafe
   e. Dark and very dangerous
9. 9. The brother let her son go with his aunt as she left home because ....
   a. Ah Tim wanted to see the wolves
   b. His aunt wanted him to come long
   c. Ah Tim was bored to live with his parents ✓
   d. The baby was too cute to be alone
   e. Ah Tim would be a guardian for them
10. 10. What is the purpose of the writer by writing the story above ?
    a. To describe the danger of the villages
    b. To entertain the readers of the story
    c. To tell the villagers' relationship ✗
    d. To explain how important a relative is
    e. To narrate how the wolves were playing with the baby.

TEXT 2

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It"s just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, TanjungPriok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in schools and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

CHOOSE THE BEST ANSWER BASED ON THE TEXT!
1. The most appropriate topic for the text is ....
   A. economic
   B. politic
   C. entrepreneur
   D. social
   E. education
2. What is the genre of the text?
   A. Narrative
   B. Descriptive
   C. Spoof
   D. Recount
   E. Hortatory exposition
3. What is the purpose of the text?
   A. To inform about corruption in Indonesia
   B. To describe the relation between money and corruption
   C. To persuade the reader about the effort to eradicate corruption
   D. To entertain the reader with the corruption"s problem
   E. To retell the differences between smuggling and corruption
4. What is the function of the first paragraph?
   A. Giving recommendations
   B. Giving the conclusion
   C. Stating the reasons behind the thesis
   D. Describing the problem
   E. Giving arguments

5. What is the function of the last paragraph?
   A. Giving recommendations

B. Giving the conclusion
C. Stating the reasons behind the thesis
D. Describing the problem ✓
E. Giving arguments

6. The best title for the text is ....
    A. money
    B. corruption
    C. the definition of corruption
    D. relation between corruption and money ✓
    E. the survey of corruption in TanjungPriok

7. What is the most corrupt city in the world based on the text?
    A. Jakarta
    B. United Stated
    C. Indonesia ✓
    D. TanjungPriok
    E. Yogyakarta

8. What does the second paragraph tell about?
    A. Money
    B. Corruption
    C. The definition of corruption ✓
    D. Relation between corruption and money
    E. The survey of corruption in Tanjung Priok

9. Based on the text, the writer lives in ....
    A. Jakarta
    B. United Stated
    C. Indonesia ✓
    D. Tanjung Priok
    E. Yogyakarta
10. The survey has made me sad (paragraph 2)
The synonym of *sad* is ....
    A. happy
    B. shocking
    C. reliable
    D. bad ✗
    E. unpleasant

11. It's just a matter of intensity (paragraph 1)

The word *it* refers to ....
    A. Money (that corruption is common everywhere in the world)
    B. corruption ✓
    C. definition of corruption
    D. relation between corruption and money

E. The survey of corruption in TanjungPriok

12. We have to prevent the younger generations from getting a bad ... (paragraph 3)

The antonym of *bad* is ....
    A. worst
    B. the worst
    C. good
    D. better
    E. the best

13. "Smuggling" in second paragraph has the closest meaning to ....
    A. buy
    B. rent
    C. lend
    D. bribe
    E. contribute

14. They even bribe the officials (paragraph 1)

The word *they* refers to ....
    A. younger generations
    B. people
    C. entrepreneurs
    D. corruptors
    E. writers

15. The followings are the writer's believes, except ...
    A. the writer believes that people have to prevent the younger generations from getting a bad mentality caused by corruption.
    B. the writer thinks that everyone should be involved in the effort to eradicate corruption.
    C. the writer thinks that people should start anti-corruption education at the earliest stages in schools.
    D. the writer thinks that corruptor should get sentenced to die.
    E. the writer thinks that people must not make any distinction about corruption.

$$\frac{2?}{25} \times 100 = 89$$

Control Class

Agus Firmansyah

VIII

POSTTEST

TEXT 1

A WOMAN AND THE WOLVES

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

1. What separated between one village to another a long time ago in the New Territories ?
   a. Another village
   b. Mountains
   c. Forests
   d. Hills ve. Towers and logs

2. Who was Ah Tim ?
   a. The young woman's brother
   b. The young woman's son
   c. The young woman's brother and nephew
   d. The young woman's brother's son
   e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?
   a. Ah Tm
   b. The woman
   c. The woman's son
   d. Her brother's nephew
   e. The baby and his mother

4. 4. How could the wolves catch Ah Tim ?
   a. He was afraid
   b. He was stumbled by a stone ✓
   c. He ran slowly
   d. The woman cried
   e. The wolves were good runners
5. 5. The woman gave her son to the wolves because
   a. She loved her nephew than her son.
   b. She thought about how her brother would be ✓
   c. She wanted her son was eaten by the wolves
   d. She was crazy
   e. She kept a grudge on his brother
6. 6. What did the villagers bring sticks for ?
   a. For the weapon to beat the wolves ✓
   b. To bring the woman's nephew
   c. For the fire woods.
   d. For play
   e. For building a house for the woman.
7. 7. " all men in the village fetched thick stick … " the word " fetched" has a similar meaning to :
   a. Received
   b. Caught
   c. Got
   d. Hit ✗
   e. Lifted
8. 8. From the passage we learn that the villages were ….
   a. Located in one huge area ✗
   b. Situated in a large district
   c. Separated by untamed jungles.
   d. Wild and unsafe
   e. Dark and very dangerous
9. 9. The brother let her son go with his aunt as she left home because ….
   a. Ah Tim wanted to see the wolves ✗
   b. His aunt wanted him to come long
   c. Ah Tim was bored to live with his parents
   d. The baby was too cute to be alone
   e. Ah Tim would be a guardian for them
10. 10. What is the purpose of the writer by writing the story above ?
    a. To describe the danger of the villages
    b. To entertain the readers of the story ✓
    c. To tell the villagers' relationship
    d. To explain how important a relative is
    e. To narrate how the wolves were playing with the baby.

TEXT 2

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It"s just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, TanjungPriok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in schools and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

CHOOSE THE BEST ANSWER BASED ON THE TEXT!

1. The most appropriate topic for the text is ….
   A. economic
   B. politic
   C. entrepreneur
   D. social
   E. education

2. What is the genre of the text?
   A. Narrative
   B. Descriptive
   C. Spoof
   D. Recount
   E. Hortatory exposition

3. What is the purpose of the text?
   A. To inform about corruption in Indonesia
   B. To describe the relation between money and corruption
   C. To persuade the reader about the effort to eradicate corruption
   D. To entertain the reader with the corruption"s problem
   E. To retell the differences between smuggling and corruption

4. What is the function of the first paragraph?
   A. Giving recommendations
   B. Giving the conclusion
   C. Stating the reasons behind the thesis
   D. Describing the problem
   E. Giving arguments

5. What is the function of the last paragraph?
   A. Giving recommendations

TEXT 2

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It"s just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

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   A. Giving recommendations
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   C. Stating the reasons behind the thesis
   D. Describing the problem
   E. Giving arguments

5. What is the function of the last paragraph?
   A. Giving recommendations

B. Giving the conclusion

C. Stating the reasons behind the thesis

D. Describing the problem ✓

E. Giving arguments

6. The best title for the text is ….

    A. money

    B. corruption

    C. the definition of corruption

    D. relation between corruption and money ✓

    E. the survey of corruption in TanjungPriok

7. What is the most corrupt city in the world based on the text?

    A. Jakarta

    B. United Stated

    C. Indonesia ✓

    D. TanjungPriok

    E. Yogyakarta

8. What does the second paragraph tell about?

    A. Money

    B. Corruption

    C. The definition of corruption

    D. Relation between corruption and money

    E. The survey of corruption in Tanjung Priok

9. Based on the text, the writer lives in ….

    A. Jakarta

    B. United Stated

    C. Indonesia ✗

    D. Tanjung Priok

    E. Yogyakarta

10. The survey has made me sad (paragraph 2)

The synonym of *sad* is ….

    A. happy

    B. shocking

    C. reliable ✗

    D. bad

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11. It's just a matter of intensity (paragraph 1)

The word *it* refers to ….

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12. We have to prevent the younger generations from getting a bad … (paragraph 3)

The antonym of *bad* is ….
   A. worst
   B. the worst
   C. good   X
   D. better
   E. the best

13. "Smuggling" in second paragraph has the closest meaning to ….
   A. buy
   B. rent
   C. lend   X
   D. bribe
   E. contribute

14. They even bribe the officials (paragraph 2)

The word *they* refers to ….
   A. younger generations
   B. people
   C. entrepreneurs   ✓
   D. corruptors
   E. writers

15. The followings are the writer's believes, except …
   A. the writer believes that people have to prevent the younger generations from getting a bad mentality caused by corruption.
   B. the writer thinks that everyone should be involved in the effort to eradicate corruption.   X
   C. the writer thinks that people should start anti-corruption education at the earliest stages in schools.
   D. the writer thinks that corruptor should get sentenced to die.
   E. the writer thinks that people must not make any distinction about corruption.

$$\frac{19}{25} \times 100 = 56$$

POSTTEST

TEXT 1

A WOMAN AND THE WOLVES

(Syaukani BY) VII c

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

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   c. Ah Tim was bored to live with his parents ✗
   d. The baby was too cute to be alone
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    a. To describe the danger of the villages
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    c. To tell the villagers' relationship ✗
    d. To explain how important a relative is
    (e) To narrate how the wolves were playing with the baby.

TEXT 2

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   D. Describing the problem
   E. Giving arguments

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B. Giving the conclusion
C. Stating the reasons behind the thesis
D. Describing the problem
E. Giving arguments

6. The best title for the text is ....
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   C. the definition of corruption
   D. relation between corruption and money
   E. the survey of corruption in TanjungPriok

7. What is the most corrupt city in the world based on the text?
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   B. United Stated
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   C. The definition of corruption
   D. Relation between corruption and money
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The synonym of *sad* is ....
   A. happy
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   A. buy
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   C. lend
   D. bribe
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14. They even bribe the officials (paragraph 2)

The word *they* refers to ….
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   B. people
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   B. the writer thinks that everyone should be involved in the effort to eradicate corruption.
   C. the writer thinks that people should start anti-corruption education at the earliest stages in schools.
   D. the writer thinks that corruptor should get sentenced to die.
   E. the writer thinks that people must not make any distinction about corruption.

$$\frac{18}{25} \times 100 = 72$$

Appendix 6: Documentation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor   : B 714   /In.39/PP.00.9/07/2018
Lampiran : -
H a l   : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. SIDENRENG RAPPANG
Cq Badan Kesatuan Bangsa dan Politik
di
  KAB. SIDENRENG RAPPANG
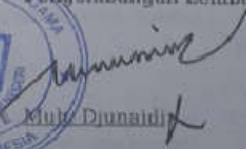
Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama   : NURUL KHAIRUNNISA
Tempat/Tgl. Lahir   : TIBU, 16 Agustus 1998
NIM   : 14.1300.093
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester   : VIII (Delapan)
Alamat   : DESA ALLAKUANG KEC. MARITENGAE KAB. SIDRAP

Bermaksud akan mengadakan penelitian di wilayah *KAB. SIDENRENG RAPPANG* dalam rangka penyusunan skripsi yang berjudul :

" THE EFFECT OF PREVIEW, QUESTION, READ, STATE, TEST (PQRST) STRATEGY ON STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF MTS DDI AS-SALMAN ALLAKUANG"

Pelaksanaan penelitian ini direncanakan pada bulan **Juli** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

6 Juli 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)

Muh. Djunaidi

PEMERINTAH KABUPATEN SIDENRENG RAPPANG

DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU

JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG

PROVINSI SULAWESI SELATAN

Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 581/IP/DPMPTSP/7/2018

DASAR 1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang

2. Surat Permohonan **NURUL KHAIRUNNISA**   Tanggal **09-07-2018**

3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **BADAN KESATUAN BANGSA DAN POLITIK KABUPATEN SIDENRENG RAPPANG** Nomor **800/443/KesbangPol/2018**   Tanggal **09-07-2018**

MENGIZINKAN

KEPADA

NAMA   : **NURUL KHAIRUNNISA**

ALAMAT   : **TIBU, KEC. TINOMBO, KAB. PARIGI MOUTONG**

UNTUK   : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS   : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

JUDUL PENELITIAN   : " **THE EFFECT OF PREVIEW, QUESTION, READ, STATE, TEST (PQRST) STRATEGY ON STUDENT'S READING COMPREHENSION AT THE EIGHT GRADE OF MTs DDI AS-SALMAN ALLAKUANG** "

LOKASI PENELITIAN : **MTS DDI AS-SALMAN ALLAKUANG**

JENIS PENELITIAN   : **KUANTITATIF**

LAMA PENELITIAN   : **16 Juli 2018 s.d 04 Agustus 2018**

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng

Pada Tanggal : 09-07-2018

An. BUPATI SIDENRENG RAPPANG

Plt. KEPALA DINAS,

H. NURSALAM, SE

Pangkat : Pembina Utama Muda

NIP   : 19590202 198702 1 005

Biaya : Rp. 0,00

Tembusan :
- KEPALA SEKOLAH MTs DDI AS-SALMAN ALLAKUANG KECAMATAN MARITENGNGAE
- REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
- PERTINGGAL

مَعْهَد لِدَارِ الدَّعْوَةِ وَالإِرْشَادِ السَّلْمَانْ الْكُوانْج

PONDOK PESANTREN DDI AS-SALMAN ALLAKUANG

MADRASAH TSANAWIYAH (MTs)

Alamat :JlnLahalede No. 96 DesaAllakuangKab. Sidrap- Sulawesi Selatan Email:mts@ddiassalman.sch.id

SURAT KETERANGAN SELESAI PENELITIAN
NO.175/MTs/PP/DDI/X/2018

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Pondok Pesantren DDI As-Salman Allakuang Sidrap. Menerangkan bahwa:

N a m a : **NURUL KHAIRUNNISA**

Pekerjaan : Pelajar/Mahasiswa

Nama Universitas : Institut Agama Islam (IAIN) Pare-pare

Nama tersebut di atas benar telah menyelesaikan Penelitian di **MTs. PP. DDI. As-Salman Allakuang** terhitung tanggal 16 Juli s/d 04 Agustus 2018. Adapun judul penelitian sebagaimana dalam proposal:
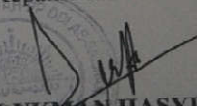
''THE EFFECT OF PREVIEW, QUESTION, READ, STATE, TEST (PQRST) STRATEGY ON STUDENT'S READING COMPREHENSION AT THE EIGHT GRADE OF MTs DDI AS-SALMAN ALLAKUANG''

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

مِنَ الله المستعان وعليه تكلا

والسلاعليكمورحمةالله وبركاته

Allakuang, 06 Agustus 2018

Kepala Madrasah

LUKMAN HASYIM, S.Pd. I, MA
NIP. 19771231 2007 10 1 014

CURRICULUM VITAE

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