THE EFFECT OF USING PREVIEW, READ ACTIVELY, REVIEW (P2R) STRATEGY TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT SMAN I PANGKALAN LESUNG PELALAWAN REGENCY

UIN SUSKA RIAU

BY

EKA MULYANI

NIM. 10814002310

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

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ABSTRAK

Eka Mulyani (2013): Pengaruh Penggunaan Strategi Preview, Read Actively, Review (P2R) terhadap Pemahaman Membaca Siswa Kelas 2 SMAN I Pangkalan Lesung Kabupaten Pelalawan.

Berdasarkan KTSP, membaca adalah salah satu kemampuan dalam menguasai bahasa Inggris yang harus diajarkan dan dipelajari pada tingkat SMA/MA. SMAN I Pangkalan Lesung merupakan salah satu pengguna kurikulum tersebut dalam proses belajar mengajar. Setelah melakukan studi pendahuluan di SMAN I Pangkalan Lesung, sebagian siswa pada kelas dua masih memiliki kelemahan dalam pemahaman bacaan. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan dalam menentukan ide pokok dalam bacaan dan mereka tidak menggunakan waktu untuk membaca dengan efisien.

Jenis penelitian ini adalah penelitian eksperimen dan desain penelitian adalah penelitian pre-experimental yang menggunakan kelas eksperimen. Peneliti mengambil 1 kelas dari populasi kelas 2 yang ada di SMAN I Pangkalan Lesung sebagai sampel. Kelas XI IPS 1 sebagai kelas eksperimen dengan menggunakan cluster random sampling. Jumlah siswa kelas XI IPS 1 adalah 25 siswa. Kelas ini diberikan pre-test diawal, perbedaan tindakan di pertengahan dan post-test diakhir penelitian. Hasil pre-test dan post-test dari kelas eksperimen akan dibandingkan untuk mengetahui pengaruh dari tindakan. Dalam penelitian ini, peneliti menggunakan tes sebagai alat untuk mengumpulkan data. Tes digunakan untuk menemukan bagaimana pemahaman membaca siswa pada teks narrative.

Berdasarkan hasil temuan penelitian menunjukkan bahwa ada pengaruh yang signifikan pada pemahaman membaca siswa setelah diajarkan dengan menggunakan strategi Preview, Read Actively, Review (P2R) dan pemahaman membaca siswa sebelum diajarkan dengan menggunakan strategi Preview, Read Actively, Review (P2R). Hal itu dibuktikan dengan ditemukan t_o (7.923) adalah lebih tinggi dibandingkan dengan T-tabel, pada taraf significant 5% dan 1% (2.04<7.923>2.67). Dengan demikian null hypothesis (H_o) ditolak, dan alternative hypothesis (H_a) diterima. Itu berarti bahwa ada pengaruh penggunaan strategi Preview, Read Actively, Review (P2R) terhadap pemahaman membaca siswa kelas 2 SMAN I Pangkalan Lesung.

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Pekanbaru, May 27st 2013

The Researcher

EKA MULYANI
NIM. 10814002310

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CHAPTER I

INTRODUCTION

A. **The Background of the Problem**

Reading is one of the most important things in language skills. The importance of reading becomes an aspect that should be considered among language skills. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension.[1] Therefore, to find out the information of reading text, the reader should have a good comprehension. A good reading comprehension will guide the reader to find out the meaning of the context, whether literal or implied meaning. Besides, a good reading comprehension will show the reader's reading ability. Therefore, a good comprehension is necessary in comprehending the meaning what the writer writes.

Reading is an activity that needs a process and a purpose. In reading, there are three processes to get a purpose. They are pre reading, whilst reading and post reading. The purposes of reading are to gain information or verify existing knowledge, to critique a writer's idea or writing style, to read for enjoyment or to enhance knowledge of the language being read, to guide the reader's selection of texts, and to determine the appropriate approach to reading comprehension.[2]

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[1] Kalayo Hasibuan and Fauzan Anshari. *Teaching English as a Foreign Language[TEFL]*. (Pekanbaru : Alaf Riau Graha UNRI Press, 2007), p. 114
[2] *www.nclrc.org/essential/reading/stratread.htm*. Retrieved on April 16, 2012

In order to accomplish students' needs toward reading comprehension, school based curriculum (KTSP) provides reading as one of the skills that must be taught and learned in senior high school. SMAN I Pangkalan Lesung is one of the schools that also uses school based curriculum (KTSP) as its guidance in teaching and learning proccess. At SMAN I Pangkalan Lesung, reading has been taught since the first year of English teaching period. Based on syllabus, 2012-2013 at the second grade, the basic competence of reading comprehension refers to capability of students in understanding, comprehending and responding the meaning in monolog text or essay such as report, narrative and analytical exposition.

The success of teching reading at SMAN I Pangkalan Lesung is determined by many aspects such as: material of reading, facility, teacher's competence, and the success of students themselves. In reading subject, the English teacher has used various strategies and techniques in teaching like; skimming and scanning. But in reality, the result of students' English study is still not fulfilled. Actually, many students who learn English are interested in reading text, but some of them do not understand how to express what they have read. Therefore, those problems are very important to find out the solution, because it has relationship to their success particularly in learning reading as one of the language skills.

Ideally, the students of the second year at SMAN I Pangkalan Lesung are able to comprehend about the reading text and comprehend

what they are reading. In fact, they still find out difficulties to comprehend the reading text eventhough the teacher has given the learning strategy. The difficulties of the students' reading comprehension can be explained as follows:

1. Some of the students are not able to determine main idea of the reading text.

2. Some of the students are not able to determine specific information of the reading text.

3. Some of the students are not able to determine the generic structure of the reading text.

4. Some of the students are not able to determine the language features stated in reading text.

5. Some of the students get difficulties in making inference.

6. Some of the students have difficulties finding the reference of certain words.

7. Some of the students have limited vocabulary.

Based on the problems stated above, it needs apppropriate strategy and technique to help them solve their problems. Actually, there are many strategies and techniques that can help the students to improve their reading comprehension. Preview, Read Actively, Review (P2R) strategy is one of the strategies that can help students in reading comprehension. Preview, Read Actively, Review (P2R) strategy is a strategy for increasing

and helping students to improve their understanding in English text.[3] There are three steps to Preview, Read Actively, Review (P2R) strategy: preview the text, read actively, and review the text. There are many advantages to Preview, Read Actively, Review (P2R) strategy,[4] they are: building background, increasing comprehension, increasing interest and motivation, preparing students' text for later review, and monitor students learning.

Based on the explanation and the problem above, the researcher is interested in conducting a research entitled: "The Effect of Using Preview, Read Actively, Review (P2R) Strategy Toward Reading Comprehension of The Second Year Students at SMAN I Pangkalan Lesung Pelalawan Regency".

B. The Definition of the Term

In order to avoid misunderstanding and misinterpretation, it would be better for the writer to give the definition of the terms as follows:

1. Preview, Read Actively, Review (P2R) Strategy

   Preview, Read Actively, Review (P2R) strategy is a strategy for increasing and helping students to improve their understanding in English text.[5] Preview, Read Actively, Review (P2R) strategy in this research is a strategy used by researcher to improve students' reading

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[3] Diana L. Van Blerkom. *Taking Charge of Your Learning: A Guide to College Success.* (Boston: Thomson Wadsworth, 2008). p. 116
[4] *Ibid,* pp. 116-117
[5] *Ibid,* p.116

comprehension in narrative text of the second year at SMAN I Pangkalan Lesung Pelalawan Regency.

2. Reading Comprehension

Reading Comprehension is a complex process that involves many interactions among readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[6] However, a reader has to produce comprehension after reading the text because reading is a complex activity by doing observation, understanding, and thinking. In this researh, reading comprehension deals with answering questions from the texts based on the capability of the second year students at SMAN I Pangkalan Lesung in understanding or comprehending the reading text (narrative).

C. The Problem

1. The Identification of the Problem

Based on the background of the problem, it is clear that some of the students of the second year at SMAN I Pangkalan Lesung still get some problems in their reading comprehension. The researcher identifies the problem as follows:

a. Some of the students are not able to determine main idea of the reading text.

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[6] Karen R. Harris and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties.* (New York: the Guilford Press, 2007), p. 8

b. Some of the students are not able to determine specific information of the reading text.

c. Some of the students are not able to determine the generic structure of the reading text.

d. Some of the students are not able to determine the language features stated in reading text.

e. Some of the students get difficulties in making inference.

f. Some of students have difficulties finding the reference of certain words.

g. Some of the students have limited vocabulary.

2. The Limitation of the Problem

The researcher focuses this research on The Effect of Using Preview, Read Actively, Review (P2R) Toward Reading Comprehension in Narrative Text of the Second Year Students at SMAN I Pangkalan Lesung Pelalawan Regency.

3. The Formulation of the Problem

The problem of this research is formulated in following research questions:

a. How is the students' reading comprehension before being taught by using Preview, Read Actively, Review (P2R) strategy of the second year at SMAN I Pangkalan Lesung Pelalawan Regency?

b. How is the students' reading comprehension after being taught by using Preview, Read Actively, Review (P2R) strategy of the second year at SMAN I Pangkalan Lesung Pelalawan Regency?

c. Is there any significant effect of using Preview, Read Actively, Review (P2R) strategy toward reading comprehension of the second year students at SMAN I Pangkalan Lesung Pelalawan Regency?

D. The Objective and Significance of the Research

1. The Objective of the Research

a. To find out the students' reading comprehension before being taught by using Preview, Read Actively, Review (P2R) strategy of the second year at SMAN I Pangkalan Lesung Pelalawan Regency.

b. To find out the students' reading comprehension after being taught by using Preview, Read Actively, Review (P2R) strategy of the second year at SMAN I Pangkalan Lesung Pelalawan Regency.

c. To find out whether there is any significant effect of using Preview, Read Actively, Review (P2R) strategy toward reading comprehension of the second year students at SMAN I Pangkalan Lesung Pelalawan Regency.

2. **The Significance of the Research**

   a. For the teacher: To give some information to the teacher and the school about the Preview, Read Actively, Review (P2R) strategy in teaching reading.

   b. For the students: To give some reading skill to the students to improve reading comprehension.

   c. For the writer: To enhance the writer's knowledge about teaching reading by using Preview, Read Actively, Review (P2R) strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

Reading is about understanding written texts.[7] It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension.[8] Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically use background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Comprehension is the process of deriving meaning from connected text.[9] It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes using prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

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[7] Elizabeth S. Pang, et.al. *Teaching Reading.* (Switzerland: International Academy of Education, 2003), p. 6

[8] *Ibid,* p. 6

[9] *Ibid,* p. 14

According to Linda J. Dorn and Carla Soffos, there are two levels of thinking and how each can shape comprehension, they are:[10]

a. *Surface level.* The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This retrieval process involves short-term memory; thus, this level of understanding directly relates to the recency of the reading.

b. *Deep level.* The deep level of comprehension is a conceptual level of understanding the results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking.

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[11]

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[10] Linda J. Dorn and Carla Soffos. *Teaching for Deed Comprehension: A Reading Workshop Approach.* (Portland: Stenhouse Publishers, 2005), p. 14

[11] Karen R. Harris and Steve Graham, *Op. Cit.,* p. 8

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[12] Comprehension entails three elements: [13]

a. The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in the use and the specific activity in which one is engaged.

Fluency can be conceptualized as both an antecedent and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. However, some components of fluency—quick and efficient recognition of words and at least some aspects of syntactic parsing—appear to be prerequisites for comprehension. As a reader

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[12] Catherine Snow, Chair. *Reading for Understanding Toward and R&D Programming Reading Comprehension,* (Arlington: RAND Education, 2002), p. 11
[13] *Ibid,* pp. 13-15

begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change.

Teachers can give a variety of strategies to help their students comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts.

b. The text that is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

c. The activity in which comprehension is a part

Reading is done for a purpose, to achieve some ends. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of

motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

The researcher concludes that reading cannot be separated with comprehension because the purpose of reading activity is to comprehend what has been read. It relates to the previous knowledge and strategy used to find information, generic structure, communicative purposes, and meaning vocabulary of the text which contains in the text. Reading is a useless activity if the readers or students do not understand the text.

2. **Teaching Reading**

The aim of teaching reading is to develop the students' ability, so that they can read and understand the text effectively and efficiently.

Carrel 1983, Carrel and Connor 1991 in Nunan said that there are three principles for teaching reading, they are:[14]

***Principle 1: Exploit th*e reader's background knowledge**

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to the text: life experiences, knowledge of how the text can be organized rhetorically, knowledge of how language first works, and cultural background and knowledge.

Principle 2: Build a strong vocabulary base

He said that the basic of vocabulary should be effectively thought to guess meaning of less frequent vocabulary.

Principle 3: Teach for Comprehension

Monitoring comprehension is essential to successful reading. Part of the monitoring process includes verifying the prediction being made and checking that the reader is making the necessary adjustment when meaning is not obtained.

Background knowledge is important for the students in getting good comprehension, it is common to be used when the students know what book will discuss about. Then, vocabulary is also taking a big part in successful reading because we need a lot vocabulary to master it.

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[14] David Nunan. *Practical English Language Teaching.* (New York: McGraw-Hill, 2003), pp. 74-75

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals at the end of teaching and learning process. According to Mark Sadoski, the goals of teaching reading will be balanced between the affective domain and the cognitive domain.[15] The *affective domain* is the domain of attitudes, interests, values, appreciation, and life adjustment. The *cognitive domain* is the domain of intellectual skill including the recall or recognition of information, the comprehension of information, and the development of logical and rational thought skills such as analysis, synthesis, and evaluation.

a. Affective goals

Goal 1: Developing positive attitudes toward reading

The term attitude, as used here, applies students' perception of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing students' confidence in their own ability as a reader. Ideally, student should experience success regularly and approach reading confidently, with a " can do" spirit, rather than avoiding it because it is painful and frustrating.

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[15] Mark Sadoski. *Conceptual Foundations of Teaching Reading.* (New York: The Guilford Press, 2004), p. 47

Goal 2: Developing personal interests and tastes in reading

Having a positive attitude is not enough. Lifelong reader chooses to persuade their life interest through reading. Having an interest in reading means, having the motivation to read and to respond affectively, to seek to enlarge readers/students sense of self-worth through reading.

b. Cognitive goals

Goal 3: Developing the use of reading as a tool to solve problems

Reading weighs heavily in the tool belt of working, technological society. It helps us to solve a broad array of personal and social problems in a complex, literate world. Reading also has a deal with everyday problem where printed language is a feasible and requisite solution.

Goal 4: Developing the fundamental competencies of reading at succeedingly higher levels of independence

One of the important purposes of reading is to make a readers get comprehension from the text that they have read, so it needs an appropriate strategy to understand and comprehend the text well. In order to get reading comprehension, there are four-step process for the students, they are: [16]

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[16] Robert Reid and Torri Ortiz Lienemann. *Strategy Instruction for Students with Learning Disabilities.* (New York: The Guilford Press, 2006), p. 118

1) *Write and say the story parts* (this prompts students to write down the story parts, which focuses attention on the story parts and activates prior knowledge before reading the story).

2) *Read and think* (this step prompts the students to look for story elements while reading).

3) *Remember and write* (this reminds students to write notes about each story part).

4) *Look back and check* (this prompts students to go back through the story and check their work, and they may also add information).

From the explanation, there are three principles behind the teaching of reading and four goals of teaching reading. We know that there are many strategies for teaching reading, such as DRTA, KWL, QAR, SQ3R, P2R, Skimming, Scanning, Anticipation Guide, etc. One of the strategies is P2R (Preview, Read Actively, Review). This strategy can used for teaching reading comprehension.

3. **Narrative Text**

a. **Definition of Narrative Text**

Narratives are stories involving a sequence of related events.[17] There are various kinds of relationship between events in a narrative. The most obvious kind is where one event causes another. Such causal connections link one event with another and

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[17] Martin Montegomery, et al. *Ways of Reading: Advanced Reading Skills for Students of English Literature.* (New York: Routledge Taylor & Francis Group, 2007), p. 251

function partly to give unity to the narrative, and partly to enable the narrative to draw moral conclusions about the consequences of actions. In the simplest narrative texts, there is a single series of events with causal connections between them.

The structure of narratives is often called a "story grammar."[18] This term refers to the different elements that the reader can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem. Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real life adventures.

According to Robert J. Marzano et al, narrative is commonly found in fiction and contains the following elements:[19]

1) *Characters:* the characteristics of the main characters in the story.

2) *Setting:* the time, place, and context in which the information took place.

3) *Initiating event:* the event that starts the action rolling in the story.

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[18] Karen R. Harris and Steve Graham, *Op. Cit.,* p. 77

[19] Robert J. Marzano, et al. *Classroom Instruction that Work: Research- Based Strategies for Increasing Student Achievement.* (Alexandria: Association for Supervision and Curriculum Development, 2001), p. 35

4) *Internal response:* how the main characters react emotionally to the initiating event.

5) *Goal:* what the main characters decide to do as a reaction to the initiating event (the goal they set).

6) *Consequence:* how the main characters try to accomplish the goal.

7) *Resolution:* how the goal turns out.

b. **Social Purpose**

Narratives construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them. Narratives incorporate patterns of behavior that are generally highly valued.

c. **Generic Structure**

1) Orientation: This stage 'alerts' the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.

2) Complication: In this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters.

3) Resolution: The problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.

4) Coda: This stage is optional. It makes explicit how the character/s has changed and what has been learned from the experience.

d. **Language Features**

1) Particular nouns are used to refer to or describe the particular people, animals and things that the story is about.

2) Adjectives are used to describe people, animals or things in the story.

3) Time connectors and conjunctions are used to sequenceevents through time.

4) Adverbs and adverbial phrases are used to locate the particular incidents or events.

5) Past tense action verbs are used to indicate the actions in a narrative.

4. **Preview, Read Actively, Review (P2R) Strategy**

a. **Definition of Preview, Read Actively, Review (P2R) Strategy**

Preview, Read Actively, Review (P2R) strategy is a strategy for increasing and helping students to improve their understanding

in English text.[20] This strategy is designed to understand author's thoughts, ideas, and information from the text. It is a simple strategy that saves time for students in reading.

The contribution of Preview, Read Actively, Review (P2R) strategy for reading comprehension in narrative text, they are:

1) Preview: Students are able to identify the orientation of the text (characters, setting of place and time).

2) Read Actively: Students are able to find out the complication and resolution of the text.

3) Review: Students are able to revise the text to find out things that might have missed at the first time or to clarify understanding.

b. Advantages of Preview, Read Actively, Review (P2R) Strategy

According to Diana L. Van Blerkom, there are many advantages to Preview, Read Actively, Review (P2R) strategy, they are:[21]

1) Build background for reading

Previewing gives students an overview of what the text is about, it also helps to build some backgrounds on topics that may not be familiar to students. The preview can also remind students of information that they already know and it can help students access long-term memory and "make accessible"

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[20] Diana L. Van Blerkom, *Op. Cit.,* p. 116

[21] Diana L. Van Blerkom, *Op. Cit.,* pp. 116-117

information related to the new topics that students will be reading about. That can help students understand the material more easily.

2) *Increases comprehension*

Even a 2 to 5 minute preview can help students understand the text better. A number of research studies have found that previewing can increase comprehension 10 to 20 percent.

3) *Increases interest and motivation*

Although students may originally have felt that the text would be uninteresting and rather boring, students might find during the preview that the text seems interesting. When students are more interested in the material, they will be more motivated to read and pay attention to the material.

4) *Prepares students' text for later review*

As students highlight or take notes, preparing their text for later review. Students are identifying the important information and condensing it, so that they can study more their exams effectively. When students create word cards as they read or generate questions in the margin of the text or in the margin of the notes, they are preparing study aids in the form of self-tests that they can use to prepare for exams.

5) *Monitors students' learning*

Reviewing the material after reading gives students opportunity to reinforce the important information and monitor students' comprehension and memory of it.

c. Teaching Procedure of Preview, Read Actively, Review (P2R) Strategy

According to Diana L. Van Blerkom, there are three steps to Preview, Read Actively, Review (P2R) strategy,[22] they are:

1) *Preview*

   a) The teacher asks students to brainstorm about the title of the text.

   b) The teacher asks students to question the pictures.

2) *Read Actively*

   c) The teacher asks students to skim to get information about the vocabulary, organization, and content.

   d) The teacher asks students to highlight the text or take notes for important information.

   e) The teacher asks students to write conclusion of the text.

3) *Review*

   f) The teacher asks students to raise questions about the text, they confirm the answers by reviewing the text.

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[22] Diana L. Van Blerkom, *Op. Cit.,* p. 116

B. Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our researches.[23] The following relevant researches to this research project are:

1) *The Effect of Using Preview, Question, Read, State, Test (PQRST) Method Towad Students' Reading Comprehension of the First Year Students at Islamic Senior High School Babussalam Boarding School Pekanbaru* by Widiya Tri Rahayu. Preview, Question, Read, State, Test (PQRST) method is a method for reading comprehension, it has some similarities with my thesis that uses Preview, Read Actively, Review (P2R) Strategy for reading comprehension. Widiya said that comprehension was the main goal of reading. Comprehension included constructing meaning and understanding from reading materials to the readers. Without having any sense of understanding a reading materials, a reader could not be said to have the level of comprehension. Comprehension was influenced by the readers' motivation, knowledge, cognitive abilities, and experience. That is why Preview, Question, Read, State, Test (PQRST) method needed to overcome the reading comprehension problems. The result of this method could help students or reader to comprehend reading text.[24]

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[23] Syafi'i, *From Paragraph to a Research Report: a Writingof English for Academic Purposes,* (Pekanbaru: LBSI, 2011), p. 122

[24] Widiya Tri Rahayu, *The Effect of Using Preview, Question, Read, State, Test (PQRST) Method Towad Students' Reading Comprehension of the First Year Students at Islamic Senior*

2) *The Correlation Between SQ3R Method and Reading Comprehension at the Second Year Students of Junior High School 3 Pangkalan Kuras Distric Pelalawan Regency* by Sri Rahayu. SQ3R method is a method for reading comprehension, it has some similarities with my thesis that uses Preview, Read Actively, Review (P2R) Strategy for reading comprehension. Sri said that reading comprehension was a must for the students because if the students comprehended and understood when they were reading a text they could get many crucial information from the text. But, some of the students always got difficulties in comprehending a text. While the students were reading a text, they just read but they did not understand what they read. That is why SQ3R method needed to overcome the reading comprehension problems. The result of this method could help students or reader to comprehend reading text.[25]

C. Operational Concept

The operational concept is a concept as a guidance used to avoid misunderstanding. In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is an experimental research which focuses on gaining the effect of using Preview, Read Actively, Review (P2R) strategy toward

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High School Babussalam Boarding School Pekanbaru. State Islamic University of Sultan Syarif Kasim Riau, 2012

[25] Sri Rahayu, *The Correlation Between SQ3R Method and Reading Comprehension at the Second Year Students of Junior High School 3 Pangkalan Kuras Distric Pelalawan Regency.* State Islamic University of Sultan Syarif Kasim Riau, 2012

reading comprehension. This research consists of two variables, they are variable X and Y. Variable X as independent (Preview, Read Actively, Review (P2R) Strategy) and variable Y as dependent (Students' Reading Comprehension).

1) Variable X: Preview, Read Actively, Review (P2R) Strategy

It refers to the researcher's strategy in teaching reading comprehension. Preview, Read Actively, Review (P2R) Strategy is an independent variable. The following treatment as a collection of procedures of the implementation of Preview, Read Actively, Review (P2R) Strategy can be seen in the following steps:

a. Students brainstorm about the title of the text.

b. Students question the pictures.

c. Students skim to get information about the vocabulary, organization, and content.

d. Students highlight the text or take notes for important information.

e. Students write conclusion of the text.

f. Students raise questions about the text, they confirm the answers by reviewing the texts.

2) Variable Y: Reading Comprehension

To find out the students' ability in reading comprehension of second year at SMAN I Pangkalan Lesung Pelalawan Regency, the researcher determines some indicators for reading comprehension as follows:

a. Students are able to find factual information

b. Students are able to identify main idea

c. Students are able to locate the meaning of vocabulary in context

d. Students are able to identify references

e. Students are able to make inference from the reading texts

D. Assumption and Hypothesis

1. Assumption

In general, the assumption for this research can be exposed as follows:

a. Preview, Read Actively, Review (P2R) strategy can improve students' reading comprehension.

b. Preview, Read Actively, Review (P2R) strategy will give significant effect toward students' reading comprehension.

2. Hypothesis

a. H_0: There is no significant effect of using Preview, Read Actively, Review (P2R) strategy toward reading comprehension of the second year students at SMAN I Pangkalan Lesung Pelalawan Regency.

b. H_a: There is a significant effect of using Preview, Read Actively, Review (P2R) strategy toward reading comprehension of the second year students at SMAN I Pangkalan Lesung Pelalawan Regency.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of the research was pre-experimental (one group pre-test and post-test) research, as a single pre-test and post-test design. According to Sugiyono,[26] the type of pre-experimental design is comparing the result after and before giving treatment . In this design, the researcher used one class as sample. The class took a pre-test and post-test. The design involved a single group that was pre-tested (O), exposed to a treatment (X), and post-tested (O). According to Gay, that "The success of the treatment is determined by comparing pre-test and post-test scores".[27] This research consisted of two variables, they were independent variable (X) was using Preview, Read Actively, Review (P2R) strategy, and dependent variable (Y) was students' reading comprehension. As pointed out by John W. Creswell, "Experimental designs are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in result for participant."[28]

In this research, the researcher took one class; it was called Experimental Class . The reseacher only compared score of pre-test and post-test, in which the first was before using Preview, Read Actively,

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[26] Sugiyono. *Metode Penelitian Administrasi*. (Bandung: CV Alfabeta, 2005), p. 25

[27] L. R. Gay and Peter Airasian. *Educational Research: Competences for Analysis and Application Sixth Edition.* (New Jearsey: Prentice- Hall. 2000), pp. 387-389

[28] John W Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (Chicago: University of Nebraska, 2008), p. 60

Review (P2R) strategy (X), and the second was after using Preview, Read Actively, Review (P2R) strategy (Y). It was an appropriate way of this research in order to know the significant effect of using Preview, Read Actively, Review (P2R) strategy toward reading comprehension of the second year students at SMAN I Pangkalan Lesung Pelalawan Regency.

Research Design:

Experimental class: O_____ X _____ O

Where:

O : Test (pretest-posttest)

X : Treatment

B. Location and Time of the Research

The research was conducted at the second year students of SMAN I Pangkalan Lesung Pelalawan Regency. There were eight meetings in the class. The research was done from October to November 2012.

C. Subject and Object of the Reseach

1. Subject of the Research

Based on the title of the research, the subject of the research was the second year students of SMAN I Pangkalan Lesung Pelalawan Regency.

2. **Object of the Research**

The object of the research was the effect of using Preview, Read

Actively, Review (P2R) strategy toward Reading Comprehension.

D. **Population and Sample of the Research**

1. **Population**

The population of the research was all of the social class of the

second year students at SMAN I Pangkalan Lesung Pelalawan

Regency in 2012-2013 academic years. Social class in SMAN I

Pangkalan Lesung consisted of two classes. The total number of social

students at the second year was 50 students. For the population and

sample can be seen on table below:

Table III. 1
The Total Population of Social Students at SMAN I Pangkalan
Lesung Pelalawan

No.	Class	Total
1.	XI IPS 1	25
2.	XI IPS 2	25

2. **Sample**

All the students of social classes (selected groups) of the second

year at SMAN I Pangkalan Lesung had similar characteristics. In this

research, the researcher used cluster random sampling to obtain

sample of population, it was done by selecting groups .[29] Based on the

design of the research, the researcher took only one class as the

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[29] L. R. Gay and Peter Airasian, *Op. Cit.,* p. 129

sample of this research. The class was XI IPS 1 that consisted of 25 students. Students of the class XI IPS 1 were the experimental class.

E. Technique of Collecting Data

Test was used to acquire the data of the students' reading comprehension. The tests were administrated twice; pre-test and post-test. Pre-test was given before treatment and post-test was given after treatment. The type of the test was multiple choice.

F. Validity and Reliability of the Test

In this test, the researcher used multiple choices as the type of test. The test should be valid. Svarvia B. Anderson et.al in Suharsimi claims that a test is valid if it measures what it purposes to measure. The type of validity is content validity. Referring to Bambang, Content validity is that if a measurement is as the representative of the ideas or the appropriate material that will be measured.[30] The materials were taken from the guide book for the students and other related resources.

Reliability is the degree to which a test consistency measures whatever it is measuring.[31] To know the reliability of the test, we should know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpa. The researcher used the SPSS 16.0 for windows-statistical software.

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[30] Ag. Bambang Setiyadi, *Metode Penelitian Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif* (Edisi Pertama). (Yogyakarta: Graha Ilmu, 2006), p. 23.
[31] L. R. Gay and Peter Airasian, *Op. Cit.,* p. 169

Table III. 2
Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

Based on the table III. 2, it can be seen that the cases of valid are 20 students, excluded 0, and the total students that followed the test was 20 students.

Table III. 3

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
10.55	11.839	3.441	20

Based on the table III. 3, it can be seen that the mean score is 10.55, variance is 11.839, Std. Deviation is 3.441, and number of items are 20.

Table III. 4

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.607	.613	20

Based on the table III. 4, it can be see that Cronbach's Alpha is 0.607, Cronbach's Alpha based on standardized items is 0.613, and number of items are 20.

The score obtained compares to *r* table of product moment that the degree of freedom is 38 "*r*" product moment at the level of 5% is 0.304 and 1% is 0.393. The score obtained of Cronbach's Alpa was 0.649 higher than *r* table whether 5% and 1% (0.304<0.613>0.393). It means that the test is reliable.

According to Suharsimi Arikunto the value of correlation coefficients as follow;[32]

1. Between 0.800 to 1.00   = Very High
2. Between 0.600 to 0.800   = High
3. Between 0.400 to 0.600   = Enough
4. Between 0.200 to 0.400   = Low
5. Between 0.00 to 0.200   = Very Low

In conclusion, validity of the test is including as high category while reliability of the test is including as high category.

G. Technique of Data Analysis

This research used pre-experimental research. In this case, there was one class. In analyzing the data, the researcher used score of post-test of experimental class, in order to get whether there was a significant effect of using Preview, Read Actively, Review (P2R) strategy towards students' reading comprehension. The technique of data analysis used in this research was T-test formula by using SPSS (Statistical Package for the Social Sciences). In analyzing the data, the researcher used scores of pre-

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[32] Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. (Jakarta: PT. Bumi Aksara, 2009.), p. 75

test and post-test. These scores were analyzed statically. The technique of data analysis used was to find out the mean differences of pre-test and post-test score in order to get whether there was a significant effect of using Preview, Read actively, Review (P2R) strategy towards students' reading comprehension or not.

The t-table was emlpoyed to see whether there was a significant effect of using Preview, Read actively, Review (P2R) strategy towards students' reading comprehension in experimental class.

The t-obtained value was consulted with the value of t-table at the degree of freedom (df)= N-1 statiscally hypothesis:

$$Ha : t_o > t_{tabe}$$
$$Ho : t_o < t_{table}$$

H_a is accepted if $t_o > t_{table}$ or there is a significant effect of using Preview, Read actively, Review (P2R) strategy toward reading comprehension.

H_o is rejected if $t_o < t_{table}$ or there is no significant effect of using Preview, Read actively, Review (P2R) strategy toward reading comprehension.

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. Description of Research Procedure

The purpose of the research was to obtain the students' reading comprehension before being taught by using Preview, Read, Actively, Review (P2R) Strategy and after being taught by using Preview, Read, Actively, Review (P2R) Strategy, and to know whether there is a significant effect between the students' reading comprehension before being taught by using Preview, Read, Actively, Review (P2R) Strategy and after being taught by using Preview, Read, Actively, Review (P2R) Strategy. The data were obtained from the students' reading comprehension before and after giving treatment. Before taking the data from the sample, the researcher tried one of the second classes in order to prove whether the test was reliable or not. The result found in the try out was 0.607. It means that the test was high reliable. Then, the researcher gave treatments to experimental class for sixth meetings.

1. Pre-test

The researcher gave pre-test for the students to know how the students' comprehension in reading was. The test consisted of 20 items, the kind of the text was multiple choice. The test was given before the researcher gave treatment.

2. Treatment

In this session, the researcher began to give treatment to the students, it was the implementation of Preview, Read Actively, Review (P2R) Strategy. This treatment was given for 6 meetings.

3. Post-test

After giving pretest and treatment, the last procedure was administrating post-test. This test was done to know how the students' comprehension in reading after using Preview, Read Actively, Review (P2R) strategy was. The researcher used the same format of questions and text of narrative to test students' reading comprehension for the post-test of experimental class. The result of reading test was evaluated by concerning five components, such as:

a. Students are able to identify the main of narrative text.

b. Students are able to identify the communicative purpose of narrative text.

c. Students are able to identify generic structure of narrative text.

d. Students are able to identify language features of narrative text.

e. Students are able identify the meaning of vocabulary of the text.

The data of this research were gotten from the students' test scores before and after giving treatment. All of the data were collected through the following procedures:

1. The format of the test was multiple choice.

2. The students were asked to answer the questions based on the narrative text given.

3. The researcher gave score for the students' reading comprehension collected from pre-test and post-test.

The test was composed of 20 items, and each item was given score 5. The final score was analyzed by using the following formula[33]:

Final score $= \dfrac{Total\ Correct\ Answer}{Total\ Questioner}\ X\ 100$

B. Data Presentation

The data of the research were taken from the students' reading comprehension before and after being taught by using Preview, Read, Actively, Review (P2R) Strategy, they were:

1. Data persentation of students' reading comprehension before (pre-test) and after (post-test) being taught by using Preview, Read, Actively, Review (P2R) Strategy

The data of students' reading comprehension before being taught by using Preview, Read, Actively, Review (P2R) Strategy were gotten from pre-test of class XI IPS 1 (25 students), while the data of students' reading comprehension after being taught by using Preview, Read, Actively, Review (P2R) Strategy were gotten from post-test. The researcher taught directly for eight meetings in this class. The data can be seen at the table below:

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[33] Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Grafindo Persada, 2008), p. 25

Table IV. 1
The Score of the Students' Reading Comprehension Before (Pre-test)
being Taught by Using Preview, Read, Actively, Review (P2R)
Strategy

No.	Students	Score Pre-Test
1.	Student 1	65
2.	Student 2	70
3.	Student 3	55
4.	Student 4	65
5.	Student 5	65
6.	Student 6	35
7.	Student 7	70
8.	Student 8	65
9.	Student 9	75
10.	Student 10	50
11.	Student 11	65
12.	Student 12	65
13.	Student 13	70
14.	Student 14	50
15.	Student 15	50
16.	Student 16	40
17.	Student 17	70
18.	Student 18	55
19.	Student 19	45
20.	Student 20	55
21.	Student 21	60
22.	Student 22	50
23.	Student 23	70
24.	Student 24	40
25.	Student 25	60
Total		1440

From the table IV.I the researcher found that the total score of pretest in the class was 1440 while the highest was 75 and the lowest was 35. Based on the data obtained in the pre-test, there were many students who did not pass the graduated standard (SKL), on the score obtained, or the score obtained < 70 while there were 19 students who did not pass the graduated standard (SKL).

Table IV. 2
The Score of the Students' Reading Comprehension After (Post-test)
being Taught by Using Preview, Read, Actively, Review (P2R)
Strategy

No.	Students	Score Post-Test
1.	Student 1	75
2.	Student 2	80
3.	Student 3	65
4.	Student 4	80
5.	Student 5	75
6.	Student 6	65
7.	Student 7	80
8.	Student 8	75
9.	Student 9	80
10.	Student 10	65
11.	Student 11	70
12.	Student 12	80
13.	Student 13	75
14.	Student 14	55
15.	Student 15	70
16.	Student 16	50
17.	Student 17	75
18.	Student 18	65
19.	Student 19	75
20.	Student 20	65
21.	Student 21	70
22.	Student 22	70
23.	Student 23	70
24.	Student 24	45
25.	Student 25	75
Total		1750

From the table IV.2 the researcher found that the total score of pretest in the class was 1750, while the highest was 80, and the lowest was 45. Based on the data obtained, there were 8 students who did not pass the graduated standard (SKL). There was significant effect between the score before and after giving treatment.

C. **The Data Analysis**

1. **Students' reading comprehension before (pre-test) being taught by using preview, read actively, review (P2R) strategy**

    The data of the students' pre-test scores of experiment class were obtained from the result of their reading comprehension before giving the treatment. The data can be described as follows:

Table IV. 3
The Frequency Distribution Pre-test

Score	Frequency	Percent	Valid Percent	Cumulative Percent
35	1	4.0	4.0	4.0
40	2	8.0	8.0	12.0
45	1	4.0	4.0	16.0
50	4	16.0	16.0	32.0
55	3	12.0	12.0	44.0
60	2	8.0	8.0	52.0
65	6	24.0	24.0	76.0
70	5	20.0	20.0	96.0
75	1	4.0	4.0	100.0
Total	25	100.0	100.0	

The table VI.3 shows the frequency distribution of pre-test. The output from 25 respondents, the valid percent with the interval of 35 was 4.0%, the interval of 40 was 8.0%, the interval of 45 was 4.0%, the interval of 50 was 16.0%, the interval of 55 was 12.0%, the interval of 60 was 8.0%, the interval of 65 was 24.0%, the interval of 70 was 20.0%, the interval of 75 was 4.0%, so the total interval of 25 was 100.0%.

Based on the table above, it can be seen that the total number of students was 25 students. The highest score was 75 and the lowest score

was 35. The highest frequency 6 at score 65. While the statistical of this

data is as the following table:

Table IV. 4
Statistics

	Pre-test
N Valid	25
Missing	0
Mean	58.40
Std. Error of Mean	2.212
Median	60.00
Mode	65
Std. Deviation	11.060
Variance	122.333
Range	40
Minimum	35
Maximum	75
Sum	1460
Percentiles 25	50.00
50	60.00
75	67.50

Histogram IV. 1
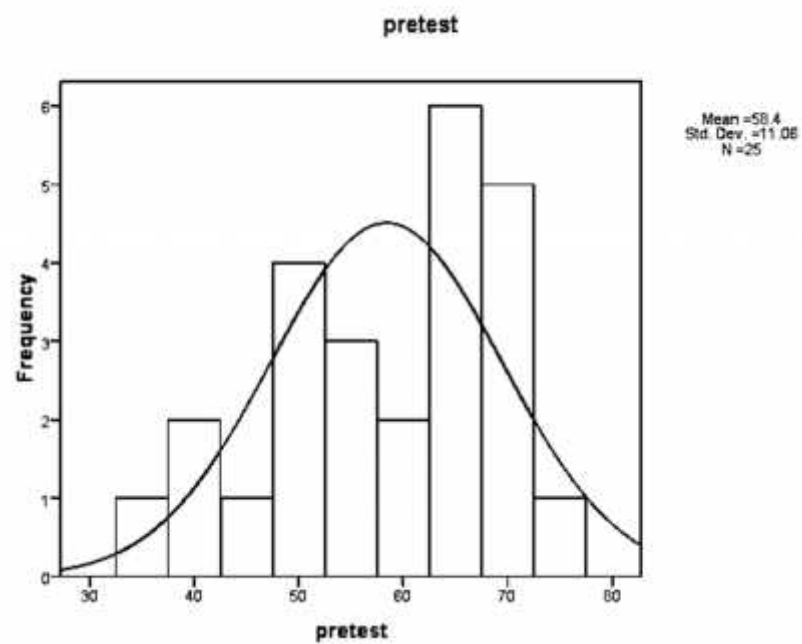
Table IV. 5
The Classification of Pre-Test at the Second Year Students of SMAN 1
Pangkalan Lesung Pelalawan Regency

No.	Categories	Score	Frequency	Percentage
1.	Very good	80 – 100	0	0 %
2.	Good	70 – 79	6	24 %
3.	Enough	60 – 69	8	32 %
4.	Less	50 – 59	7	28 %
5.	Bad	0 – 49	4	16 %
Total				100 %

The table IV.5 shows the classification of pre-test score at the second year students of SMAN 1 Pangkalan Lesung Pelalawan Regency. The output from 25 students shows that the category number 1 show 0 frequencies (0 %), the category number 2 shows 6 frequencies (24 %), the category number 3 shows 8 frequencies (32 %), the category number 4 shows 7 frequencies (28 %), the category number 5 shows 4 frequencies (16 %). The table above shows that highest percentage of classification of pretest score is 32 %. Thus, the majority of students in this regard is classified as Enough.

2. **Students' reading comprehension after (post-test) being taught by using preview, read actively, review (P2R) strategy**

The data of the students' post-test scores of experiment class were obtained from the result of their reading comprehension after giving the treatment. The data can be described as follows:

Table IV. 6
The Frequency Distribution Post-test

| Score	Frequency	Percent	Valid Percent	Cumulative Percent
45	1	4.0	4.0	4.0
50	1	4.0	4.0	8.0
55	1	4.0	4.0	12.0
65	5	20.0	20.0	32.0
70	5	20.0	20.0	52.0
75	7	28.0	28.0	80.0
80	5	20.0	20.0	100.0
Total	25	100.0	100.0	

The table VI.6 shows the frequency distribution of pre-test. The output from 25 respondents, the valid percent with the interval of 45 was 4.0%, the interval of 50 was 4.0%, the interval of 55 was 4.0%, the interval of 65 was 20.0%, the interval of 70 was 20.0%, the interval of 75 was 28.0%, the interval of 80 was 20.0%, so the total interval of 25 was 100.0%.

Based on the table above, it can be seen that the total number of students was 25 students. The highest score was 80 and the lowest score was 45. The highest frequency 7 at score 75. While the statistical of this data is as the following table:

Table IV. 7
Statistics

		Post-test
N	Valid	25
	Missing	0
Mean		70.00
Std. Error of Mean		1.848
Median		70.00
Mode		75
Std. Deviation		9.242
Variance		85.417
Range		35
Minimum		45
Maximum		80
Sum		1750
Percentiles	25	65.00
	50	70.00
	75	75.00

Histogram IV. 2
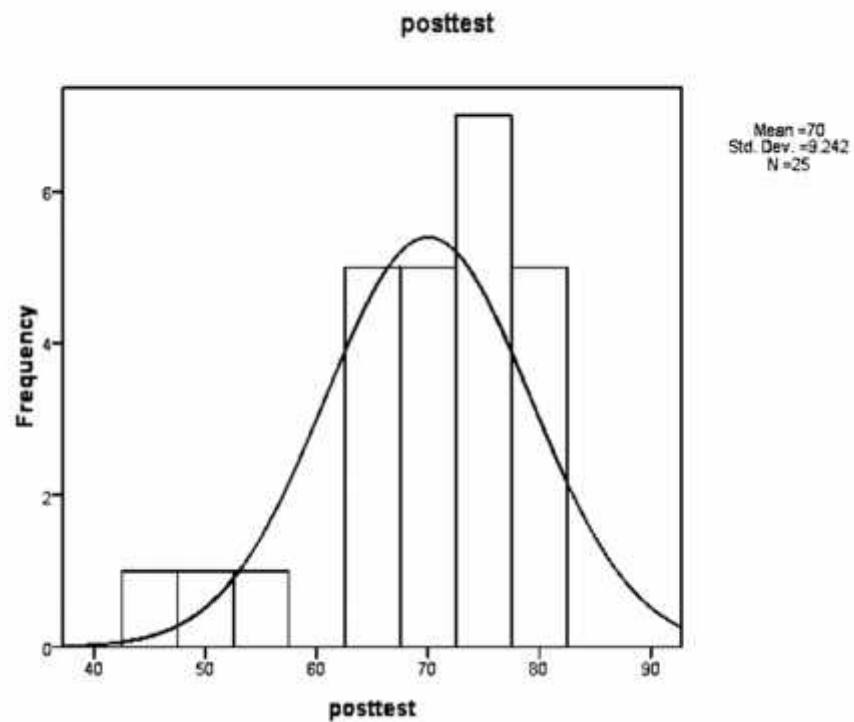
posttest

Table IV. 8
The Classification of Post-Test at the Second Year Students of SMAN
1 Pangkalan Lesung Pelalawan Regency

No.	Categories	Score	Frequency	Percentage
1.	Very good	80 – 100	5	20 %
2.	Good	70 – 79	12	48 %
3.	Enough	60 – 69	5	20 %
4.	Less	50 – 59	2	8 %
5.	Bad	0 – 49	1	4 %
Total				100 %

The table IV.8 shows the classification of post-test score at the second year students of SMAN I Pangkalan Lesung Pelalawan Regency.The output from 25 students shows that the category number 1 show 5 frequencies (20 %), the category number 2 shows 12 frequencies (48 %), the category number 3 shows 5 frequencies (20 %), the category number 4 shows 2 frequencies (8 %), the category number 5 shows 1 frequency (4 %). The table above shows that highest percentage of classification of posttest score is 48 %. Thus, the majority of students in this regard is classified as Good.

3. The analysis of differences improvement before and after being taught by using Preview, Read, Actively, Review (P2R) Strategy

Table VI. 9
The difference of mean of the students' pre-test and post-test scores

No.	Students	Score	
		Pre-Test	Post-Test
1.	Student 1	65	75
2.	Student 2	70	80
3.	Student 3	55	65
4.	Student 4	65	80
5.	Student 5	65	75
6.	Student 6	35	65
7.	Student 7	70	80
8.	Student 8	65	75
9.	Student 9	75	80
10.	Student 10	50	65
11.	Student 11	65	70
12.	Student 12	65	80
13	Student 13	70	75
14.	Student 14	50	55
15.	Student 15	50	70
16.	Student 16	40	50
17.	Student 17	70	75
18.	Student 18	55	65
19.	Student 19	45	75
20.	Student 20	55	65
21.	Student 21	60	70
22.	Student 22	50	70
23.	Student 23	70	70
24.	Student 24	40	45
25.	Student 25	60	75
	Total	1440	1750
	Mean	58.40	70.00

The data obtained from the students' pre-test and post-test score were compared in term of mean. From the table VI.9, it was found that the mean of students' pre-test score was 58.40, and mean of students' post-test score was 70.00. it means that the students' reading comprehension before being taught using Preview, Read, Actively, Review (P2R) Strategy did not reach the passing standard score, but the students' reading

comprehension after being taught by using Preview, Read, Actively, Review (P2R) Strategy reached the passing standard score. In order to find out the significant effect between pre-test and post-test score, the analysis can be seen as follows:

Table IV. 10
Mean, standard Deviation, and Standard Error Mean

	Mean	N	Std. Deviation	Std. Error Mean
Posttest	70.00	25	9.242	1.848
Pretest	58.40	25	11.060	2.212

The table IV.10 shows the mean of pre-test is 58.40 and the mean of post-test is 70.00. It is clear that the mean of post-test is higher than pre-test score. Furthermore, to find out whether there is significant effect or no, it can be seen as follows:

Table IV. 11
The Difference of Pre-test and Post-test

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 posttest – pretest	11.600	7.320	1.464	8.578	14.622	7.923	24	.000

Based on the output SPSS above (table IV.11), Paired sample Test shows Levene's Test for variance in this hypothesis examination:[34]

H_o: variance identical population

H_a: variance population not accepted

This statement based on the probability gate:

If probability > 0.05, H_o is accepted

If probability < 0.05, H_o is rejected

From the table above, it can be seen that mean is 11.600. It means that the different mean between pre-test and post-test is 11.600, standard deviation is 7.320, t_o is 7.923 and df is 24. Then, t_o is compared to t-table at level of 5% and 1%. At level of 5% is $2.04 < 7.923 > 2.67$. So the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is significant effect of using Preview, Read, Actively, Review (P2R) Strategy towards reading comprehension of the second year students at SMAN 1 Pangkalan Lesung Pelalawan Regency.

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[34] Hartono, *SPSS 16.0 Analisis Data statistik dan Penelitian*. (Pekanbaru: Pustaka Pelajar, 2007), p. 159

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and research findings in Chapter IV, finally the research about The Effect of using Preview, Read Actively, Review (P2R) strategy comes to the conclusion as follows:

1. The students' reading comprehension of narrative text before being taught by using Preview, Read Actively, Review (P2R) strategy was categorized into enough.

2. The students' reading comprehension of narrative text after being taught by using Preview, Read Actively, Review (P2R) strategy was categorized into good.

3. There was significant effect of using Preview, Read Actively, Review (P2R) strategy toward reading comprehension of the second year students at SMAN I Pangkalan Lesung Pelalawan Regency.

So, it can be concluded that Preview, Read Actively, Review (P2R) strategy has a positive effect on reading comprehension of narrative text of the second year students at SMAN I Pangkalan Lesung Pelalawan Regency.

B. Suggestion

After finding the result of the effect of using Preview, Read Actively, Review (P2R) strategy toward students' reading comprehension, there are some researcher's suggestion for the students, teacher and school.

1. Suggestion for students

   Preview, Read Actively, Review (P2R) strategy is an appropriate strategy that can be used by the students in reading the material to improve their reading comprehension. The students can try and practice the Preview, Read Actively, Review (P2R) strategy by themselves in their class or other places. Preview, Read Actively, Review (P2R) strategy is a strategy that can improve students' reading comprehension.

2. Suggestion for teacher

   To improve students' reading comprehension, the teacher must be more careful to select the strategy used in teaching reading. Based on the research findings, there was a significant effect of using Preview, Read Actively, Review (P2R) strategy to improve students' reading comprehension. It means that, this strategy can be applied to improve students' reading comprehension. Thus, teacher can apply this strategy to improve students' reading comprehension.

3. Suggestion for school

    School is an institution that has a purpose to make students enjoy teaching and learning process. School has to observe the students' subject in teaching and learning process, especially in teaching and learning English. School should find the students' interest in teaching and learning reading. So, school should help English teachers to find the strategy and observe the teacher's activity in teaching English.

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