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ABSTRACT

Hamda Saputra, (2017) : The Effect of Using Preview-Predict-Confirm (PPC) Strategy on Students' Reading Comprehension at Islamic Junior High School of Al Ihsan Boarding School in Kampar Regency.

This research was conducted based on the problems as the phenomena on the students in learning English especially in reading descriptive text. Based on the fact, the students had problems in comprehending descriptive text. The problems were; some of the students were not able to identify the gist of what they read, some of the students were not able to identify specific information in reading material, some of the students were not able to catch the points clearly what they have read, and some of the students were not able to retell what they have read in both spoken and written forms. Then, this research was aimed to find out the effect of using Preview-Predict-Confirm (PPC) Strategy on students' reading comprehension. This research was Experimental Research. The design was quasi-experimental research. Thus, this research used experimental and control groups. The writer formulated the problems that have been answered by using quantitative research. The subject of the research was seventh grade students at Junior High School of Al Ihsan Boarding School. The object of this research was effect of Preview-Predict-Confirm (PPC) Strategy on students' reading comprehension. The samples of the research were taken by using cluster random sampling. The data were collected by using test and analyzed using SPSS version 16 and Independent sample t-test. The result of this research was there was a significant effect of using Preview-Predict-Confirm (PPC) Strategy on students' reading comprehension of the seventh grade students at Islamic Junior High School of Al Ihsan Boarding School in Kampar Regency. It could be seen from $t_{obtained} = 4.076$ was higher than t_{table} either at $5\% = 2.008$ nor $1\% = 2.677$. It means that H_a was accepted and H_o was rejected.

Key words: *Effect, Preview-Predict-Confirm (PPC) Strategy, Reading Comprehension.*