

**THE EFFECT OF USING PREVIEW, QUESTION, READ,  
REFLECT, RECITE AND REVIEW (PQ4R) STRATEGY  
TOWARD STUDENTS' ABILITY IN READING  
RECOUNT TEXT AT THE FIRST YEAR  
OF SENIOR HIGHSCHOOL 2 BENAI  
OF BENAI DISTRICT OF  
KUANTAN SINGINGI  
REGENCY**



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1433 H/2012 M**

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REGENCY**

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(S.Pd.)



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The Writer

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## ABSTRACT

**Nahrika Yanti (2012): “The Effect of Using Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy toward Students’ Ability in Reading Recount Text at the First Year of Senior High School 2 Benai of Benai District of Kuantan Singingi Regency.”**

The main factor of this research is to find out whether or not there is significant difference between students’ ability in reading recount text taught by using (PQ4R) strategy and by using conventional strategy at the first year of Senior High School 2 Benai of Benai District of Kuantan Singingi Regency. In this research, the type of the research was quasi experimental research. The writer used *nonrandomized control pre-test and post-test design*. The writer used two classes as sample that consisted of 80 students. The first class was experimental class and the second class was as control class. Experimental class was taught by using PQ4R strategy and control class was taught by using conventional strategy. The technique of collecting data was observation and test. Observation was used in order to collect data of using PQ4R strategy and test was used in order to collect data of students’ ability in reading recount text. The technique of data analysis used *Independent Sample T-test* formula in order to find out the difference of students’ mean score between experimental class and control class by using software SPSS 17 version. Based on the data analysis, the writer concluded that there is significant difference between students’ ability in reading recount text taught by using PQ4R strategy and students’ ability in reading recount text taught by using conventional strategy with consideration  $t_0 = 3.522$  is higher than  $t_{table}$  either in significant 5% = 1.99 or in significant 1% = 2.64. We can read  $1.99 < 3.522 > 2.64$ . It means  $H_a$  is accepted and  $H_0$  is rejected. So, it can concluded that there is significant differences between students’ ability in reading recount text by using PQ4R strategy and students’ ability in reading recount text by using conventional strategy. In other words, there is significant difference of using preview, question, read, reflect, recite, and review PQ4R strategy to improve students’ ability in reading recount text at the first year Senior High 2 Benai of Benai District of Kuantan Singingi Regency.

نهريك يانتي (2012): فعالية استخدام خطة الملاحظة القبليّة، الأسئلة، القراءة، التأمل، و المراجعة لتحسين قدرة الطلاب على قراءة النصوص القصية بالمدرسة العالية 2 بيناي بمركز بيناي منطقة كونتان سيغيغي.

يتركز هذا البحث لمعرفة سواء هناك فرق هام بين قدرة الطلاب على قراءة النصوص القصية باستخدام خطة الملاحظة القبليّة، الأسئلة، القراءة، التأمل، و المراجعة و خطة عادية بالمدرسة العالية 2 بيناي بمركز بيناي منطقة كونتان سيغيغي. استخدمت الباحثة في هذا البحث شبه التج.

في هذا البحث فصلين اثنين لعينات و تتكون من 80 . يكون الفصل الأول لفصل التجربة و يدرس الطلاب في الفصل التجريبي بخطة الملاحظة القبليّة،

ة، التأمل، و المراجعة و يدرس الطلاب في فصل الضبط بخطة عادية. البيانات في هذا البحث بواسطة الملاحظة و الاختبار. تستخدم الملاحظة لجمع البيانات من استخدام خطة الملاحظة القبليّة، الأسئلة، القراءة، التأمل، و المراجعة و يستخدم الاختبار لجمع البيانات عن قدرة الطلاب على قراءة النصوص القصية. تحلل البيانات في هذا البحث بصيغة عينة مستقلة ت-الاختبار لمعرفة فرق متوسطة النتائج بين الفصل التجريبي و فصل الضبط 17. استنتجت الباحثة بناء على تحليل

البيانات أن هناك فرقا هاما بين قدرة الطلاب على قراءة النصوص القصية بواسطة خطة الملاحظة القبليّة، الأسئلة، القراءة، التأمل، و المراجعة و بواسطة خطة عادية مع الملاحظة  $t_0 =$

$$3.522 = 5 = 1.99 = 1$$

$2.64 = 1.99 < 3.522 > 2.64$ . لذلك، قبلت الفرضية البديلة و رفضت الفرضية الصفرية و تأتي الباحثة بالاستنتاج أن هناك فرقا هاما بين قدرة الطلاب الذين يدرسون بخطة الملاحظة القبليّة، الأسئلة، القراءة، التأمل، و المراجعة و الطلاب الذين يدرسون بخطة عادية في قراءة النصوص القصية. وهناك اثر هام في استخدام خطة الملاحظة القبليّة، الأسئلة، القراءة،

## ABSTRAK

**Nahrika Yanti (2012): “Kefektifan Menggunakan Strategi Preview, Question, Read, Reflect and Review (PQ4R) untuk Meningkatkan Kemampuan Siswa dalam Membaca Teks Recount di Sekolah Menengah Atas 2 Benai Kecamatan Benai Kabupaten Kuantan Singingi”**

Fokus utama dalam penelitian ini adalah untuk mengetahui apakah ada atau tidak perbedaan yang signifikan antara kemampuan siswa dalam membaca teks recount dengan menggunakan strategy PQ4R dan dengan menggunakan strategi biasa di Sekolah Menengah Atas Negeri 2 Benai Kecamatan Benai Kabupaten Kuantan Singingi. Pada penelitian ini, Jenis penelitian yang digunakan adalah penelitian quasi-eksperimental. Penulis menggunakan *nonrandomized control pre-test and post-test design*. Penulis menggunakan 2 kelas sebagai sampel yang terdiri dari 80 siswa. Kelas pertama sebagai kelas eksperimen dan kelas kedua adalah kelas control. Kelas eksperimen diajar dengan menggunakan strategi PQ4R dan kelas control diajar dengan menggunakan strategi biasa. Teknik pengumpulan data adalah observasi dan tes. Observasi digunakan untuk mengumpulkan data terhadap penggunaan strategi PQ4R dan tes digunakan untuk mengumpulkan data dari kemampuan anak di dalam membaca teks recount. Teknik analisa data menggunakan rumus *Independent Sample T-test* dalam rangka untuk mengetahui perbedaan nilai rata-rata antara kelas eksperimen dan kelas control dengan menggunakan perangkat lunak SPSS versi 17. Berdasarkan analisis data, penulis menyimpulkan bahwa ada perbedaan yang signifikan antara kemampuan siswa dalam membaca teks recount diajar dengan menggunakan strategi PQ4R dan kemampuan siswa dalam membaca teks recount diajar dengan menggunakan strategi biasa dengan konsiderasi  $t_0 = 3.522$  lebih tinggi dari  $t_{table}$  pada taraf signifikant 5% = 1.99 atau pada taraf signifikan 1% = 2.64. Dapat dibaca  $1.99 < 3.522 > 2.64$ . Itu berarti bahwa  $H_a$  diterima dan  $H_0$  ditolak. Jadi, dapat disimpulkan bahwa ada perbedaan signifikan antara kemampuan siswa dalam membaca teks recount diajar dengan menggunakan strategi PQ4R dan kemampuan siswa dalam membaca teks recount diajar dengan menggunakan strategi biasa. Dengan kata lain, ada efek signifikan menggunakan strategi PQ4R

## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL</b> .....	i
<b>EXAMINER APPROVAL</b> .....	ii
<b>ACKNOWLEDGMENT</b> .....	iii
<b>ABSTRACT</b> .....	v
<b>LIST OF CONTENT</b> .....	viii
<b>LIST OF TABLE</b> .....	x
<b>LIST OF APPENDIX</b> .....	xii
<b>CHAPTER I: INTRODUCTION</b>	
A. The Background of the Problem .....	1
B. The Definition of the Term .....	4
C. The Problem .....	6
1. Identification of the Problem.....	6
2. The Limitation of the Problem .....	7
3. The Formulation of the Problem .....	7
D. The Objective and the Significance of the Research .....	7
1. The Objective of the Research .....	7
2. The Significance of the Research .....	8
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b>	
A. Review of Literature.....	9
1. The Concept of Reading .....	9
2. The Concept of Reading Ability.....	11
3. The Nature of Recount Text.....	12
4. Teaching Recount Text .....	15
5. A Preview, Question, Read, Reflect, Recite, and Reflect and Review (PQ4R) Strategy .....	17
B. The Relevant Research .....	22
C. The Operational Concept.....	23
D. The Assumption and Hypothesis.....	25

1. Assumption .....	25
2. Hypothesis.....	25
<b>CHAPTER III: METHODOLOGY OF THE RESEARCH</b>	
A. The Research Design .....	26
B. The Time and Location of Research .....	27
C. The Subject and Object of the Research.....	27
D. The Population and Sample of Research .....	27
E. The Technique of Collecting Data .....	28
F. The Technique of Data Analysis .....	30
G. The Validity and Reliability of the Test.....	31
1. Validity .....	31
2. Reliability .....	33
<b>CHAPTER IV: DATA PRESENTATION AND THE DATA ANALYSIS</b>	
A. Description of Research Procedure .....	35
B. The Data Presentation.....	36
1. The Data from PQ4R Strategy in the Classroom (Variable X) .....	37
2. The Data Presentation of Students' Ability in Reading Recount Text (Variable Y) .....	41
C. The data Analysis .....	47
<b>CHAPTER V: CONCLUSION AND THE SUGGESTION</b>	
A. Research Conclusion .....	62
B. Suggestion .....	63
<b>BIBLIOGRAPHY</b>	
<b>APPENDIX</b>	

## LIST OF TABLE

Table III.1	Research Type.....	26
Table III.2	Population and Sampling of the First Year Students of SMAN 2 Benai 2011/2012.....	28
Table IV.1	The Recapitulation observation percentage of the using PQ4Rstrategy.....	38
Table IV.2	The Classification of Students' Score.....	39
Table IV.3	The Score of the Students' Ability in ReadingRecount Text by Using PQ4R strategy .....	42
Table IV.4	Frequency Score of Pre-test and Post-test of Experimental Class .....	43
Table IV.5	The Mean and Standard Deviation of Pre-test and Post-test of Experimental Class .....	44
Table IV.6	The Score of the Students' Ability in Reading Recount Text by Using Conventional Strategy.....	45
Table IV.7	Frequency Score of Pre-test and Post-test of Control Class .....	46
Table IV.8	The Mean and Standard Deviation of Pre-test and Post-test of Control Class.....	51
Table IV.9	Students' Pre-test and Post-test Score of Experimental Class.....	48
Table IV.10	Students' Pre-test Score of Experimental Class .....	49
Table IV.11	Students' Post-test Score of Experimental Class.....	49
Table IV.12	Students' Pre-test and Post-test Score of Control Class .....	50
Table IV.13	Students' Pre-test Score of Control Class.....	51
Table IV.14	Students' Post-test Score of Control Class .....	52
Table IV.15	Mean and Median of Post-test in Experimental Class and Control Class .....	52
Table IV.16	Students' Ability in Reading Recount Text.....	53
Table IV.17	Group statistic .....	54
Table IV.18	Independent Sample Test.....	54

## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Problem**

Reading is one of the important skills in English besides others skills like writing, speaking and listening. Even though the purpose of learning English is able to use it in real communication but reading is important too. It is the most important one that should be mastered by the students if they want to understand the text. Then, it is easy but to understand what the author's means is difficult. According to Burner and Glenda reading process is to reconstruct the author's means.<sup>1</sup>

Further, in understanding the reading text needs some skill that should be mastered by the reader. They should be able to determine the topic of sentence, vocabulary mastery, analyze the text, etc. Without reading skill, we get difficulty in finding the information from the text that we read. So that the students are forced to master the reading skill in order to get the knowledge and information from the text that they read.

Based on school based curriculum (KTSP), the aim of learning English process is to develop the skills of communication. It means that students not only develop skills in listening, speaking and writing but also in reading. In general, the aim of teaching reading is to develop the students' ability to read the material, to get information and to understand the text.

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<sup>1</sup>Don Burners and Glenda Page.*Insight and Strategies for Teaching Reading*.(Brisbane College of Advanced Education Sydney. 1985). P. 27



Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to criticize a writer's idea or writing style. A person may also read for enjoyment, or to enhance the knowledge of the language being read.<sup>2</sup> It means that by reading the reader can get information and can transfer the information from what they read. The reader can also criticize the writers' idea. Thus, learning reading based on KTSP SMA can not be separated with types of the text. It can be seen on student's textbook of students. Types of text are called genres. Genre is particular type or style or literature, art, film, or music that you can recognize because of its special features.<sup>3</sup>

There are many genres; descriptive, exposition, anecdote, news item, spoof, explanation, recount, etc. One of them is recount text. A recount text is a text which retells events, somebody about something, especially for something that you have experienced.<sup>4</sup> In reading recount text, students should use knowledge, skills and strategies to determine what the text mean.

SMAN 2 Benai is one of the Senior High Schools located in Marsawa of Benai District, Kuantan Singingi Regency. This school use School Based Curriculum as learning English Guide. English has been taught twice a week with duration 2x40 minutes per lesson based on the curriculum. It means that they should know a good learning strategies and method to learn English especially in reading recount text. This possibility describes that, ideally, at the first year

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<sup>2</sup>KalayoHasibuan. *Teaching English as a Foreign Language (TEFL)*. ( Pekanbaru: Alaf Riau Graha UNRI Press, 2007 ) p.114

<sup>3</sup> A.S Hornby. *Oxford Advanced Learner's Dictionary of Current English* ( China: Oxford University Press, 1997) p.646

<sup>4</sup> Ibid. p 1265



students of SMAN 2 Benai could develop their competence in reading recount text, but in fact, it is still far from the target of the curriculum. Usually, teacher has used some strategies in teaching reading, then the students read the text either silently or loudly, and then students had to answer the questions that follow. But, this way was still not effective toward students' ability in reading recount text.

Based on the writer preliminary study at SMAN 2 Benai, the writer found some problems faced by the students in learning English especially in reading. Some of the students of SMAN 2 Benai did know how to read meaningfully. They only read the textbook required to be able to perform well in achievement test. They did not learn the process in reading. The phenomena can be seen as follows:

1. Most of the students need long time to find main idea in reading text.
2. Most of the students do not know the meaning of word in reading text.
3. Most of the students are not able to identify the characters in reading text.
4. Most of the students are not able to find the sequence series of events in reading text.
5. Most of the students do not know the generic structure of reading text.

Basically, there are many efforts that can be done to improve students' ability in reading text in learning process. One of them is Preview, Question, Read, Reflect, Recite and Review (PQ4R). It is one part of strategies from elaborative



strategy.<sup>5</sup>Elaborative strategy has been proven effective to help students in memorizing the reading text.<sup>6</sup> In other side, Joseph states that the PQ4R strategy targets reading comprehension, and is used to increase students' retention and understanding of reading materials.<sup>7</sup> It means that, the PQ4R strategy is one of the good strategies to improve students' ability in reading recount text at the first year of Senior High School 2 Benai of Benai District of Kuantan Singingi Regency.

Based on the explanation and problem above, the writer is interested in raising up this problem into a research entitled "The effect of using preview, question, read, reflect, recite and review (PQ4R) strategy toward students' ability in reading recount text at the first year of senior high school 2 Benai of Benai District of Kuantan Singingi Regency".

## **B. The Definition of the Term**

In order to avoid misinterpretation and misunderstanding of this research, it is necessary to define the following terms:

### 1. Effect

Effect is measure of the strength of one variable's effect on another or the relationship between two or more variables.<sup>8</sup>

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

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<sup>5</sup>Trianto. *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*. (Jakarta : Prestasi Pustaka, 2007) p. 150

<sup>6</sup>Iskandarwassid and Dadang Sunendar. *Strategi Pembelajaran Bahasa*. (Bandung : PT Remaja Rosda Karya, 2008). p. 12

<sup>7</sup>Joseph. *Understanding, Assessing, and Intervening on Reading Problems*. (Bethesda, MD: National Association of School Psychologists, 2006) in <http://ebookbrowse.com/gdoc.php?id=201331327&url=2c3bca1affd4478f13bb6854900c5809> taken on 13 Desember 2011

<sup>8</sup> Jack C. Richard Schmidt. *Longman Dictionary of Language Teaching Applied Linguistics. Third Edition* (New York : Pearson Education, 2002), p. 175



PQ4R is one part of elaborative strategy.<sup>9</sup> It stands for Preview, Question, Read, Reflect, Recite and Review.<sup>10</sup>

### 3. Strategy

Strategy is a specific method of approaching a problem or task, a model of operation for achieving a particular end, or a planned design for controlling and manipulating certain information.<sup>11</sup>

### 4. Ability

Ability is the mental or physical capacity, power or skill required to do something.<sup>12</sup> Ability here means ability of students in reading recount text.

### 5. Reading

Reading is an interactive process that goes on between the reader and the text.<sup>13</sup>

### 6. Recount Text

Recount text is a text which retells events, somebody about something, especially for something that you have experienced.<sup>14</sup>

## C. The Problem

Based on the background of the problem above, it is very clear that some of the students at SMAN 2 Benai still encounter many problems in reading English. To

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<sup>9</sup>Trianto. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. (Jakarta: Prestasi Belajar 2007). p.150

<sup>10</sup>MuhibbinSyah. *Psikologi Belajar*. (Jakarta: Rajawali Press. 2009) p.2009

<sup>11</sup>H Douglas Brown. *Teaching by Principles : An Interactive Approach for Language Pedagogy*. (USA: Prentice Hall Regent Englewood Cliffs, 2000) p. 192

<sup>12</sup>A S Hornby Ed. *Oxford Advanced Learner's Dictionary*. 4<sup>th</sup> Ed. (New York: Oxford University Press, 1995) p. 2

<sup>13</sup>KalayoHasibuan, Op. Cit

<sup>14</sup>A.S Hornby. *Oxford Advanced Learner's Dictionary of Current English* (China: Oxford University Press, 1997). p 1265



make clear the problems, we can see about the problem in this research identified, limited, and formulated into research questions bellow:

### **1. The Identification of the Problem**

Based on the background and phenomena above, the writer identifies the problems of this research as follows:

- a. What factors make most of the students need long time to find mind idea in the reading text?
- b. Why do not most of the students know the meaning of words in reading text?
- c. Why are most of the students unable to identify the characters in reading text?
- d. What factors make most of the students unable to find the sequence series of events in reading text?
- e. Why do not most of the students know the generic structure of reading text?

### **2. The Limitation of the Problem**

Because some of the consideration of found, capabilities and limited time, this research is limited to the effect of using preview, question, read, reflect, recite and review (PQ4R) strategy toward students' ability in reading recount text between, those who are treated by PQ4R strategy and those are not..

### **3. The Formulation of the Problem**

- a. How is students' ability in reading recount text taught by using PQ4R strategy?



- b. How is students' ability in reading recount text taught by using conventional strategy?
- c. Is there any significant difference between students' ability in reading recount text taught by using PQ4R strategy and students' ability in reading recount text taught by using conventional strategy?

#### **D. The Objective and the Significance of the Research**

##### **1. The Objective of the Research**

- a. To know about the students' ability in reading recount text taught by using PQ4R strategy toward students' ability in reading recount text at the first year of Senior High School 2 Benai of Benai District of KuantanSingingi Regency.
- b. To know about the students' ability in reading recount text taught by conventional strategy at the first year of Senior High School 2 Benai of Benai District of KuantanSingingi Regency.
- c. To know about the significant effect of using PQ4R strategy toward students' ability in reading recount text at the first year of Senior High School 2 Benai of Benai District of KuantanSingingi Regency.

##### **2. The Significance of the Research**

- a. To enlarge the writer's knowledge about the research especially about how the ability of students in reading recounts text is.
- b. To provide English teacher with information of using PQ4R strategy in reading recount text.



- c. To fulfill one of the requirements in finishing the writer's study at English Education Department of University of Sultan SyarifKasimRiau Pekanbaru.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review Of Literature

##### 1. The Concept of Reading

Reading could be enjoyable activity when it is carried out efficiently. Students should be motivated to acquire this competence and they should read a lot to cover the information and to increase their knowledge. Reading is not something that every individual learns to do, but in fact it is probably true to say that more than time is spent in teaching reading more than any other skill. Reading can mean such diverse thing as interpreting, analyzing, or attempting to make predictions. On the other hand, it is a means of language acquisition, of communication, and sharing information and ideas. Like all languages, it is complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.<sup>1</sup>

Reading is very crucial skill that must be mastered by the reader. In reading, there are many techniques that can be used in improving our reading skill. There are different techniques for reading for different situations. The

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<sup>1</sup>Wikipedia, the Free Encyclopedia  
[http://en.wikipedia.org/wiki/Reading\\_28%process%29](http://en.wikipedia.org/wiki/Reading_28%process%29). Retrieved on April 1<sup>st</sup>, 2011

technique that will be chosen is based on the purpose of reading. According to Rivers and Temperly there are seven main purposes for reading:<sup>2</sup>

- a. To obtain information for someone purpose or because we are curios about some topic.
- b. To obtain instruction on how to perform some tasks for our work or daily live (e.g., knowing how appliance works).
- c. To act in a play, play game, do a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letter.
- e. To know when or where something will take place or what is available.
- f. To know what is happening or has happened (as report in newspaper, magazine, reports)
- g. For enjoyment or excitement.

According to Julian Bamford Reading is consisting of 2 kinds, they are:<sup>3</sup>

a. Intensive Reading

Intensive reading often refers to the careful reading (or translation) of shorter, more difficult foreign language with the goal of complete and detailed understanding.

Intensive reading is also associated with the teaching of reading in terms of its component skill. Text are studied intensively in order to introduce and practice reading skill such as distinguishing the main ideas of a text in detail, finding pronoun reference, or guessing the meaning of unknown words.

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<sup>2</sup> David Nunan.1999. *Second Language teaching and Learning*. (Boston, Massachusetts : Heinle and Heinle) p. 11

<sup>3</sup>Syaifulah .2008.*Intensive Reading*. (Pekanbaru) p. 1

### b. Extensive Reading

Extensive reading is generally associated with reading large amount with the aim of getting overall understanding of the material. Reader is more concerned with the meaning of the text than the meaning of individual words or sentences.

Based on the definition above, the understanding of reading text is categorized in intensive reading.

## 2. The Concept of Reading Ability

Hornby states that ability is the mental or physical capacity, power or skill required to do something.<sup>4</sup> Ability here means is the students' ability in reading recount text.

Traditionally, students' reading ability was evaluated chiefly by asking "factual" or non-interpretation questions about reading material. Unfortunately, when students could not demonstrate this level of comprehension, they were simply regarded as poor readers, because reading comprehension was regarded chiefly as information-transfer process in which the text was the reader's source of information and ambiguous meaning. Jonson in RahayuPrihartini states that Effective understanding thus requires the ability to relate text to readers' prior knowledge, since readers' personal and cultural background knowledge affects

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<sup>4</sup>A S Hornby. *Oxford Advanced Learner's Dictionary*. 4<sup>th</sup> Ed. (New York: Oxford University Press, 1995) p. 2

their interpretation and comprehension.<sup>5</sup> It is clear that, reading ability is very complex because students' ability is required that:<sup>6</sup>

- a. Students are able to read speedily to find main idea in reading recount text.
- b. Students are able to know the meaning of words in reading recount text.
- c. Students are able to find the character in reading recount text.
- d. Students are able to find the sequence series of events in reading recount text.
- e. Students are able to know the generic structure in reading recount text (Orientation, events, and reorientation).

### **3. The Nature of Recount Text**

Recount text is one of the types of text that should be mastered by students especially for the first year students of Senior High School. Recount is telling somebody about something, especially you have experienced.<sup>7</sup> On the other hand, Recount text is a text which retells events or experiences in the past. In other side, recount is sometimes referring to as 'accounts'. They are the most common text type we encounter as readers and listeners; not least they are the basic form of many storytelling texts. In non-fiction texts are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper

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<sup>5</sup>RahayuPriahrtini. "A Correlation between Students' Ability in Identifying Idioms in Reading Text and Their Ability to Use Them in Speaking at the Second Year Students of MAN 1 Pekanbaru"(Pekanbaru: UIN SUSKA RIAU, 2009)., p. 13. Unpublished

<sup>6</sup>Syllabus SMAN2 Benai of Benai District of KuantanSingingi Regency, p. 6. Unpublished

<sup>7</sup> Oxford. *Learner's Pocket Dictionary New Edition*. (China: Oxford University Press.2000) p. 359

reports of an event that often consist of a recount that includes elements of explanation.<sup>8</sup> It is purposed is either to inform or to entertain the audiences.<sup>9</sup>

Besides the social purposes, the recount text also has the generic structure. Recount is usually organized to include:<sup>10</sup>

a. Orientation

In this step, the writer tries to introduce the participants, place and time.

b. Events

In this stage, the writer tries to describe series of event that happened in the past.

c. Reorientation

It means is optional. Starting personal comment of writer's the story.

In reading recount text, all of the generic structure (chronological order) should be existed in the text. It is very crucial if we can not find the generic structure in the text because it can make confused about text.

In other side, in recount text, there are language features of recount text. They are<sup>11</sup>

- a. Introduction personal participant. For example I, my group, etc.
- b. Using chronological connection. For example then, first, etc.
- c. Using linking verb. For example was, were, saw, heard, etc.
- d. Using action verb. For example look, go, change, etc.
- e. Using simple past tense.

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<sup>8</sup>Recounts <http://nationalstrategies.standards.desf.gov.uk/node/102746>. On April 5, 2011

<sup>9</sup>Recount Text <http://understandingtevt.blogspot.com/2007/12/what-is-recount.html>. On January 29, 2011

<sup>10</sup>Recount Text <http://thinkquantum.wordpress.com/2009/11/11/recount-text/>. On 29 January 2011

<sup>11</sup> <http://understandingtevt.blogspot.com/2007/12/what-is-recount.html>. *Op. Cit.*

Completely, this is a table showing core elements and aspects of recounts to support teaching and learning.<sup>12</sup>

Generic Structure	Language Features	Knowledge for the Writer
<p>Structure often includes:</p> <ul style="list-style-type: none"> <li>a. Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park).</li> <li>b. An account of the events that took place, often in chronological order (The first person to arrive was)</li> <li>c. Some additional detail about each event (He was surprised to see me.)</li> <li>d. Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> </ul> <p>Structure sometimes reorganizes the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.</p>	<ul style="list-style-type: none"> <li>a. Usually written in the past tense. Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I’m in the park and I suddenly see a giant bat flying towards me!).</li> <li>b. Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile).</li> <li>c. The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind).</li> <li>d. Personal recounts are common (first person: I was on my way to school ... We got on the bus).</li> </ul>	<ul style="list-style-type: none"> <li>a. Plan how you will organize the way you retell the events. You could use a timeline to help you plan.</li> <li>b. Details are important to create a recount rather than a simple list of events in order. Try using when? Where? Who? What? Why? Questions to help you plan what to include.</li> <li>c. Decide how you will finish the recount. You’ll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had).</li> <li>d. Read the text through as if you don’t know anything about what it is being recounted. Is it clear what happened and when?</li> </ul> <p>Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)</p>

#### 4. Teaching Recount Text

According to Erin Schreiner recounts are purportedly factual accounts of events from those who actively participated in the occurrences. Students are often interested in recounts because they provide a voyeuristic opportunity to look into

<sup>12</sup>Recounts <http://nationalstrategies.standards.desf.gov.uk/node/102746>. On April 5, 2011

an event in which the student was not a participant. When teaching the recount genre to your students, you can use the lessons to encourage them to think critically about information and explore the reliability of the account as a whole. This practice promotes the development of critical thinking skills and careful consideration of both the text and the subtext of a written work.<sup>13</sup>

The instructions how to teach recount texts are:<sup>14</sup>

- a. Define the recount genre. Students can not begin to learn the common elements of recounts if they do not understand what a recount is. Explain to students that a recount is a firsthand telling of an event from the point of view of the writer.
- b. Read a grade level appropriate example of a recount. Many literature books contain recounts, if yours doesn't, look for a collection of personal narratives or firsthand short stories written at your students' academic level.
- c. Discuss the purpose of Author's purpose is an important element of any recount. Discuss the author's reason for writing about the event with your students.
- d. Explore how the age, gender and socioeconomic status the author affects the recount. The information that you receive from a recount, and the way in which that information is shared, depends heavily on who the

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<sup>13</sup>Erin Schreiner. *How to Teach Recounts in English Class*.  
[http://www.ehow.com/how\\_6513563\\_teach-recounts-english-class.html](http://www.ehow.com/how_6513563_teach-recounts-english-class.html). On April 11, 2011

<sup>14</sup>Erin Schreiner. *Op. Cit*

writer is. Look at recounts from different individuals and discuss how the recount style and content differs depending upon who wrote it.

- e. Consider the reliability of the narrator. Explain to students that, in recounts, not all information should be trusted. Discuss the factors that influence narrator's reliability, such as agenda and affiliations. Decide whether the author should be believed in each recount you read with your students.
- f. Read recounts of the same event from different points of view and compare the accounts. Use a Venn diagram to complete the comparison. Discuss elements that are similar, as well as those that are different. Ask students to decide which recount is likely most truthful and explain the reasons behind their accuracy decision.
- g. Engage students in the composition of their own recounts. Tell each student to select an importance event to describe in a detail. Ask students to base their recount upon the recounts that they have read in class.

## **5. A Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy**

### **a. The Definition of PQ4R Strategy**

PQ4R is abbreviation from Preview, Question, Read, Reflect, Recite and Review.<sup>15</sup> It is one part of elaborate strategy. This strategy is used to help students to remember what they read and it can help learning process in the classroom held

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<sup>15</sup>MuhibbinSyah. *Psikologi Belajar*. (Jakarta: Rajawali Press. 2009) p.144

by reading activity.<sup>16</sup>This strategy is said by Thomas and Robinson (1972). It is based on PQRS strategy and SQ3R strategy Francis Robinson (1941).<sup>17</sup>

### **b. Teaching Reading Recount Text by Using PQ4R Strategy**

In teaching reading recount text by using preview, question, read, reflect, recite, and review strategy PQ4R there have some steps. The steps in this strategy are as follows:<sup>18</sup>

#### 1. Steps 1 : Preview

In this step, Preview means here is look through the pages of your reading passage and read the headings of the text and any sections dividing the text. Read the first and last paragraph in each section. View the illustrations in each section. Read the captions under the pictures and take a few minutes to look at charts, graphs, or maps. Then according to Trianto, there are two activities in doing preview, as a teacher and as students.

As a teacher:

- a. The teacher gives a text to read for the students.
- b. The teacher gives information to the students how to find the main idea in the text or the goal in reading process.

As students:

- a. Students read the text speedily to find the main idea in the text or the goal in reading process.

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<sup>16</sup>Trianto, *Op.cit.*, p.150

<sup>17</sup>Trianto, *Op.cit.*, p.151

<sup>18</sup>Trianto, *Op.cit.*, p.154

## 2. Step 2 : Question

In this step, question means here is thinking about the information you learned in the Preview. Ask yourself questions about it. Think about what you already know about ideas you saw during your Preview. What do you think of main points that will be raised in the chapter? What do you expect to learn from reading this material?

As a teacher:

- a. The teacher gives information to the students to pay attention about the meaning what they read. It means the meaning of the text.
- b. The teacher gives an assignment to the students to make main point that what they are found with question words like what, why, who, and how.

As students:

- a. Students pay attention to what the teacher say.
- b. Students answer the question about what have been made by them.

## 3. Step 3 : Read

In this step, read means here is reading the text. If there are ideas that seem important, make a note of them on paper. If the book belongs to you, consider making notes in the margins and highlight important parts in the text. If you just can't imagine writing in your book, make notes on paper.

As a teacher:

- a. The teacher gives assignment to students to read and answer the questions that had been arranged before.

As students:

- a. Students read actively, and then give suggestion about what they have read to give answer about the question what they had made before.

#### 4. Step 4 : Reflect

In this step, reflect means here is telling time to reflect on what you have read. How are the passages or chapters inter-related? How does the information fit into things you have already learned? What new information did you learn? Did the passage include the information you expected it to cover? Was there information that surprised you?

As a teacher:

- a. The teacher gives simulate and gives information about the material.

As students:

- a. The students not only memorize and remember about the material but also try to analyze the problem from information that has been given by the teacher with the knowledge based on the reading text.

#### 5. Step 5 : Recite

In this step, recite means here is thinking about the material. Discuss it with someone else or write down the main points you learned. Explain it aloud to someone else or recite your notes aloud to yourself. Consider using a graphic organizer to increase your understanding of how concepts in the reading relate to each other.

As a teacher:

- a. The teacher asks been students to make main point all the text that has been learned.

As students:

- a. The students ask and answer the questions.
- b. The students see notes or see main point from that they had made before.
- c. The students make main point from all the text that has been learned.

#### 6. Step 6 : Review

In this step, Review means here considering the main points of the text. Were your questions answered? Do you feel that the writer's points are fully understood?

As a teacher:

- a. The teacher asks students to read the main points based on main idea in his/her minds.
- b. The teacher asks students to read again, if the students are still not sure about their answer.

As students:

- a. Students read the main points what they have made.
- b. Students read again if they are still not sure about their answer.

**c. The Advantages and Disadvantages of by Using PQ4R Strategy**

Every strategy is not perfect. Absolutely, the strategy has advantages and disadvantages. It is suitable with PQ4R strategy.

According to FitriaNingsih, the advantages and the disadvantages of PQ4R strategy are:<sup>19</sup>

1. The advantages and the disadvantages of PQ4R strategy
  - a. The presentation of the material is clearer.
  - b. The students are easier to remember the new information which is given by the teacher.
  - c. The comprehension about the concept will be deeper, because the entire concept learned in their concept is related to another concept.
  - d. The students are easier to make classification about the material.
2. The disadvantages of PQ4R strategy
  - a. This strategy needs long time. Because at the end of the presentation of the material is important to give analogy, synthesis and summary about the materials.
  - b. Giving the advantages to the teacher who gives stressing to the goal of materials.

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<sup>19</sup>FitriaNingsih. "Penerapan Preview, Question, Read, Recite, Recite, and Review Untuk Meningkatkan Motivasi Belajar Matematika Siswa Kelas VII SMP Muhammadiyah Bangkinang". (Pekanbaru: UIN SUSKA RIAU.2008) p.10-11 Unpublished

- c. The teacher needs long time to search the analogy suitable with the material.

## **B. The Relevant Research**

Relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.<sup>20</sup> Besides, we have to analyze what the point that was focused on, informed, designed found and concluded from the previous research:

1. The first relevant research of this research was conducted by FitriaNingsih (2008) entitled “Penerapan Preview, Question, Read, Reflect, Recite, Read and Review (PQ4R) untuk Meningkatkan Motivasi Belajar Matematika Siswa Kelas VII SMP Muhammadiyah Bangkinang”. She found that the students’ motivation was increasing by using Preview, Question, Read, Reflect, Recite, Read and Review (PQ4R). She conclude that there is significant effect using Preview, Question, Read, Reflect, Recite, Read and Review (PQ4R) in increasing students’ motivation in learning mathematics of SMP Muhammadiyah Bangkinang.
2. The second relevant research of this research was conducted by Yumida Afni (2008) entitled “The Contribution of Using Short Story in Improving the Students’ Reading Ability at the Second Year of SMAN 1 Pekanbaru”. She concluded that The Contribution of Using Short Story in Improving the Students’ Reading Ability at the Second Year of SMAN 1

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<sup>20</sup>Syafi’i. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI.2007) p.122

Pekanbaru from the result of T-test calculating 6.11. It was bigger than the standard on the critic table of T-test that is 1.67 in 5% and 2.39 in 1%. It means The Contribution of Using Short Story in Improving the Students' Reading Ability was accepted.

### **C. The Operational Concept**

Operational Concept is a main element to avoid misunderstanding and misinterpretation in this research, so, it has to define clear statement to obtain the needed data. For more information, this research consists of two variables. Variable X is The Effect of Using PQ4R Strategy and variable Y is students' ability in reading recount text.

Variable X: <sup>21</sup>

#### 1. Preview:

- a. The teacher gives the students a reading recount text.
- b. The teacher informs the students how to find mind idea or the goal of learning to be reached.

#### 2. Questions:

- a. The teacher informs the students to pay attention about the meaning of the recount text.
- b. The teacher gives assignment to the students to make idea by using question words such as What, Why, Who, and How.

#### 3. Read: The teacher gives assignment to the students to read and answer the questions that had been arranged by them before.

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<sup>21</sup>Trianto.*Op.cit.* p.156

4. Reflect: The teacher informs the material in reading recount text.
5. Recite: The teacher asks the students to make a summary from all the material.
6. Review:
  - a. The teacher asks to the students to read the summary from the detail or the main idea in their mind.
  - b. The teacher asks the students to read again the recount text to make them sure about the answer of the recount text.

Variable Y: <sup>22</sup>

1. Students are able to read speedily to find main idea in reading recount text.
2. Students are able to know the meaning of words in reading recount text.
3. Students are able to find the character in reading recount text.
4. Students are able to find the sequence series of events in reading recount text.
5. Students are able to know the generic structure in reading recount text (Orientation, events, and reorientation).

#### **D. The Assumption and Hypothesis**

##### **1. Assumption**

Based on the indicators above, the writer assumes that teaching reading recount texts by using preview, question, read, reflect, recite and review strategy can improve students' ability in reading recount text.

##### **2. Hypothesis**

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<sup>22</sup>Trianto. *Ibid*

The hypothesis in this research is:

Ho: There is no significant effect of PQ4R strategy toward students' ability in reading recount text.

Ha: There is a significant effect of using PQ4R toward students' ability in reading recount text.

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. The Research Design

The type of this research is quasi-experimental research. According to DR. Sugiono, quasi-experimental design is a research design having some but not the entire characteristics of the true experiment.<sup>1</sup>In this design, the writer used two classes as the sample; control group and experimental group. Those classes were not chosen randomly. Both groups took a pre-test and post-test. Only the experimental group received the treatment. According to John W. Creswell, pretest-posttest design can be designed as follows: <sup>2</sup>

**Table III.1**  
**Research Type**

Group	Pre-test	Treatment	Post-Test
E	T1		T2
C	T1	X	T2

E : Experimental group

C : Control group

T1 : Pre-test for experimental group and control group

: Receiving particular treatment

X : Without particular treatment

T2 : Post-test for experimental group and control group

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<sup>1</sup> DR. Sugiono. *Metode Penelitian Administrasi*. (Bandung: CV. Alfabeta, 2002), p.54

<sup>2</sup> John W Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 3<sup>rd</sup> Ed. (New Jersey: Pearson Education, 2001)., p.314

## **B. The Time and Location of Research**

This research was conducted at Senior High School 2 Benai, located at Soekarno-Hatta Street, Marsawa, Benai District in Kuantan Singingi Regency. This research was administered from August to October 2011.

## **C. The Subject and Object of Research**

### **1. Subject of Research**

The subject of this research was the first year students of SMAN 2 Benai registered 2011/2012.

### **2. Object of Research**

The object of this research was the effect of using PQ4R strategy toward student's ability in reading recount text.

## **D. The Population and Sample of Research**

### **1. Population**

The population of this research was the first year students of Senior High School 2 Benai in 2011-2012 academic years. The total population of the first year students of SMAN2 Benai was 121 students which consisted of three classes. They were Class XA, Class XB and Class XC.

**Table III. 2**  
**Population and Sampling of the First Year Students of SMAN 2**  
**BENAI 2011/2012**

No	Class	Population		Total
		Male	Female	
1	XA	19	21	40
2	XB	20	20	40
3	XC	19	22	41
Total		58	63	121

\*Source: English Teacher of SMAN 2 Benai taken On July 06, 2011

## **2. Sample**

The population above was large enough to be all taken as sample of the research. Based on the design of the research, the writer took only two classes as the sample of this research; XA and XB.

### **E. The Technique of Collecting Data**

To find out the effect of the using PQ4Rstrategy toward student's ability in reading recount text on teaching reading, the writer used some techniques in collecting the data. They are:

#### **1. Observation**

In order to know the effectiveness of using PQ4Rstrategy during the lesson, as variable X in this study, the writer collected the data by teaching them directly while the teacher of English subject observed the research by filling out the observation sheet.

## **2. Test**

### **a. Procedures of Collecting Data for Experimental Group**

#### **1. Pre-test**

The pre-test was carried out to determine the ability of the students before giving the treatment. The test was in the form of written test.

#### **2. Treatment**

The treatment was conducted for experimental group only. The treatment was using PQ4R strategy. In treatment, there were Last Idul Fitri, Unlucky Morning, How could I hide my face, and My Holiday in Bali. The length of time to apply the technique was about seven meetings.

#### **3. Post-test**

After seven meetings (Include Pre-Test), the post – test was administered. The result of the post –test for experimental group was analyzed and used as final data for this research.

### **b. Procedures of Collecting Data for Control Group**

#### **1. Pre-test**

The test given for control group was the same as those conducted for experimental group.

#### **2. Conventional Method**

In this case, the teacher taught recount reading skill for control group by using conventional method such as talkative and assignment. The method used in classroom was characterized as follows:

##### **a. The teacher gave the students a reading text**

- b. The teacher asked the students to read the passage on the text
  - c. The teacher asked the students to find out the meaning of difficult words.
  - d. The teacher asked the students to answer the questions based on the text
  - e. The teacher collected the students' reading assignment
3. Post-test

Post-test for control group was the same as experimental group where the students might choose the topic, but it was still related to narrative text. The result of the post-test both two groups were analyzed and used as final data of this research.

#### **F. The Technique of Data Analysis**

In order to analyze students' ability in reading recount text, the writer used graduated standard of English lesson in Senior High School 2 Benai that was 80 for students' ability in reading recount text. It means that for those who got score < 60, they<sup>3</sup> did not pass graduated standard (SKL), while for those who got 60, they passed graduated standard (SKL).

In order to find out whether there is significant effect of using PQ4R strategy toward students' ability in reading recount text at the first year of Senior High School 2 Benai of Benai District of Kuantan Singingi Regency, the data were analyzed statically. To know the effect of using PQ4R strategy, the writer used

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<sup>3</sup> John W Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey : Pearson Education, 2008), p. 191

score of pre-test and post-test. The different mean was analyzed by using T-test formula by using software SPSS 17 version.

The T-test obtained by considering the degree of freedom is (df) as follows:

$$Df = N-1$$

N = Number of Cases

Statically the hypothesis is:

$$H_0 = t_o < t \text{ table}$$

$$H_a = t_o \geq t \text{ table}$$

Criteria for hypothesis:

1.  $H_0$  is accepted if  $t_o < t \text{ table}$  or it can be said that there is no significant effect of using PQ4R strategy toward students' ability in reading recount text.
2.  $H_a$  is accepted if  $t_o \geq t \text{ table}$  or it can be said that there is a significant effect of using PQ4R strategy toward students' ability in reading recount text.

## **G. The Validity and Reliability of the Test**

### **1. Validity**

Every test, whether it is short, informal classroom test or a public examination should be as valid as the test constructor that makes it. The test must aim at providing a true measure of the particular skill in which it is intended to measure.

Heaton states that the validity of a test is intended to which it measures what is supposed to measure and nothing else. There are three kinds of validity that consist of content validity, construct validity, and empirical validity.<sup>4</sup>

In order to obtain the data about the comparison between PQ4R strategy and conventional strategy on reading recount text, the writer acquired to show each score. It was used to pertain the most important characteristics of an item to be accurately determined by its difficulty. Then, the test given to students was considered too difficult or easy that often show the low reliability. Item difficulty is determined as proportion of correct responses. This is held pertinent to the index difficulty. It is generally expressed as the percentage of the students who answered the question correctly. The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where

FV = Index of difficulty of facility value

R = The Number of Correct Answer

N = The Number of examinee or students taking the test

The formula above was used to find out the easy difficulties of each item test that researcher gave to the respondents. The items that did not reach the standard level of difficulty were excluded from the test and they were rejected. Heaton states that preparation in practice to accept items with facilities values between 0.30 and 0.70.<sup>5</sup>

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<sup>4</sup>J. B Heaton. *Writing English Language Test* (New York: Longman Group UK Limited. 1998), p. 159

<sup>5</sup>*Ibid*, p. 162

## 2. Reliability

A test must be first reliable as measuring instrument. Reliability is necessary characteristic of any good test.

Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.<sup>6</sup>

There are some factors affecting the reliability of a test. They are:

- a. The extent of the sample of material selecting for testing.
- b. The administration of the test, clearly this is an important factor in deciding reliability.

$$r_{ii} = \frac{N}{N-1} \left[ \frac{m(N-m)}{NX^2} \right]$$

Where:

R<sub>ii</sub> = Reliability

N = The Number of Item in the Test

M = The Mean score of the Test

X = The Standard Deviation of the Test<sup>7</sup>

Besides, Tambunan in Belda Susana states that reliability coefficient for good classroom achievement test are expected and exceed 0.07 and closed to 1.00.

He states that reliability of test is considered as follows:

0.00 – 0.20 = Reliability is low

0.21 – 0.24 = Reliability is Sufficient

0.41 – 0.70 = Reliability is High

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<sup>6</sup>*Ibid.* p. 162

<sup>7</sup>*Ibid.* p. 164

> 70 = Reliability is Very High

In this research, the writer used SPSS version 17 to calculate the reliability of test.

## **BAB IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. Description of Research Procedure**

The purpose of this research is to obtain the students' ability in reading recount text taught by using PQ4R strategy and students' ability in reading recount text taught by using conventional strategy and to know the significant effect between students' ability in reading recount text taught by using PQ4R strategy and students' ability in reading recount text by using conventional strategy. The writer tried one class of the three classes in order to prove whether the test was reliable or not reliable. In this case, the try out was given to XC. The result found in the try out was 0.404. It means that the test was sufficient reliable. The writer gave pre-test and post-test to XA and XB. The writer asked the students to answer some questions based on recount text. Based on the result of pre-test, it was found that XB as experimental class and XA as control class. Then, the writer gave treatment to experimental class for 8 meetings.

After giving treatments to experimental class, the writer used the same format of questions of recount text to test students' ability in reading recount text for the post-test of experimental class. While, for control class, which was taught without using treatments, the writer used the same format of questions of recount text for post-test also. The result of reading test was evaluated by concerning five components such as:

1. Students are able to read speedily to find main idea in reading recount text.
2. Students are able to know the meaning of word in reading recount text.

3. Students are able to find the character in reading recount text.
4. Students are able to find the sequence series of events in reading recount text.
5. Students are able to know the generic structure in reading recount text (Orientation, events, and reorientation).

The total of pre-test and post-test in both classes was significantly different. The total score of experimental class was 5140, while the highest score was 88 and the lowest was 32. The total score of control class was 4928 while the highest was 84 and the lowest was 40. To support data, the writer used classroom observation. It just had been used in experimental class. Based on the data analysis, the result of observation for answer “yes” was 84.12 %, and for the answer “no” was 15.87%.

#### **B. The Data Presentation**

The data of this research were gotten from the score of students’ pre-test and post-test. All of the data were collected through the following procedures:

1. In both of classes (Experimental Class and Control Class), students were asked to answer the questions based on the recount text given
2. The format of the test was multiple choices
3. The writer along with her observer gave scores of the students’ ability in reading recount text collected from their scores of pre-test and post-test.

There were two data of students’ ability in reading recount text served by the writer. They were the data of students’ ability in reading recount text taught by

using PQ4R strategy and the data of students' ability in reading recount text taught by using conventional strategy, and they are as follows:

- a. The data from presentation of using PQ4R strategy in the Classroom (Variable X)

In this research, the writer used an observation to support the writer's research in collecting the data. The observation was done by English Teacher and the writer taught to the students directly while the English teacher always observed the writer in the classroom for 8 meetings to the experimental class.

At the first meeting, the writer introduced the PQ4R strategy to the students, it was done to let them know that PQ4R strategy that was easy strategy for students' ability in reading recount text. At the second meeting, the writer guided the students to follow each steps of the strategy by discussing an example of the recount text. The discussion about of PQ4R strategy while some of them were still confused and were not really understood about what each meaning of each acronym would be. It happened at the first meeting until the third meetings, but at the next meeting until the end, most of the students understood and memorized the steps of the PQ4R strategy. It was proven by their score in the test, so it can be conclude that using PQ4R strategy it is really helpful towards the students and also the teacher in the process of teaching and learning English, especially students' ability in reading recount text. It means that using PQ4R strategy had positive effect toward students' ability in reading recount text at the first year of Senior High School 2 Benai of Benai District of Kuantan Singingi Regency.

To obtain how to use PQ4R strategy in increasing students' ability in reading recount text, the writer took data from classroom observation. It was described in the table that presented frequency distribution of each observation to make data clearer, it can be seen in the table below:

**Table IV.I**  
**The Recapitulation Observation Percentage of the Using PQ4R Strategy in the Classroom**

No	Subject Indicators	Categories	
		Yes	No
1	The teacher gives the students a reading recount text	8	0
2	The teacher informs the students how to find main idea or the goal of learning to be reached	7	1
3	The teacher informs the students to pay attention about the meaning of the recount text	4	4
4	The teacher gives assignment to the students to make idea by using question words such as What, Why, Who, and How	7	1
5	The teacher gives assignment to the students to read and answer the questions that had been arranged by them before	7	1
6	The teacher informs the material in reading recount text	7	1
7	The teacher asks the students to make summary from all the material	8	0
8	The teacher asks the students to read the summary from the detail of main idea in their mind	6	2
9	The teacher asks the students to read again the recount text to make them sure about the answer of the recount text	8	0
<b>Total</b>		62	10
<b>Percentage</b>		86,11%	13.88%

The writer used the following formula to get the percentage of the observation:

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

Where:

P : Percentage

F : Frequency

N : Number of Case<sup>1</sup>

The percentage result of information is further computed as follows

**“Yes” Frequency**

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

$$= \frac{62}{72} \times 100\%$$

$$= 86,11\%$$

**“No” Frequency**

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

$$= \frac{10}{72} \times 100\%$$

$$= 13,88\%$$

Based on the data, the category of the observation can be seen below: <sup>2</sup>

**Table IV. 2**  
**The Classification of Students' Score**

Score	Categories
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

The table IV.1 shows the result of the observation of using PQ4R Strategy in experimental class. The result of observation for answer “Yes” is

<sup>1</sup>AnasSudjono,*PengantarStatistikPendidikan*. (Jakarta : PT. RajaGrapindoPersada, 2007), p. 43

<sup>2</sup>SuharsimiArikunto.*Dasar-DasarEvaluasiPendidikan*(Jakarta: BumiAksara, 2009), p. 245

86.11%. It can be said very good and for answer “No” is 13.88%. It can be said bad.

The table IV.1 also shows that there are some percentages of the observation in the classroom. They are:

1. The teacher gives the students a reading recount text (100%)
  2. The teacher informs the students how to find main idea or the goal of learning to be reached (87.5%)
  3. The teacher informs the students to pay attention about the meaning of the recount text (50%)
  4. The teacher gives assignment to the students to make idea by using question words such as What, Why, Who, and How (87.5%)
  5. The teacher gives assignment to the students to read and answer the questions that had been arranged by them before (87.5%)
  6. The teacher informs the material in reading recount text (87.5%)
  7. The teacher asks the students to make a summary from all the material (100%)
  8. The teacher asks to the students to read the essence from the detail of main idea in their mind (75%)
  9. The teacher asks the students to read again the recount text to make them sure about the answer of the recount text (100%)
- b. The data presentation of students' ability in reading recount text (Variable Y)

1. Students' Ability in Reading Recount Text Taught by Using PQ4R (PQ4R) Strategy

The data of students' ability in reading recount text by using PQ4R strategy were gotten from pre-test and post-test of XB as an experimental class taken from the sample of this class (40 students). The writer taught directly and the English teacher observed the writer for 8 meetings in the experimental class. The data can be seen from the data below:

**Table IV.3**  
**The Score of the Students Ability in Reading Recount Text by Using Preview, Question, Read, Reflects, Recite and Review (PQ4R) Strategy**

No	The Number of Students	Experimental Class	
		Pre-test	Post-test
1	Student 1	40	76
2	Student 2	56	76
3	Student 3	68	72
4	Student 4	52	68
5	Student 5	56	68
6	Student 6	60	72
7	Student 7	84	76
8	Student 8	60	56
9	Student 9	56	72
10	Student 10	64	72
11	Student 11	72	72
12	Student 12	44	84
13	Student 13	56	72
14	Student 14	48	52
15	Student 15	60	88
16	Student 16	52	60
17	Student 17	56	88
18	Student 18	52	72
19	Student 19	56	56
20	Student 20	48	52
21	Student 21	60	76
22	Student 22	44	88
23	Student 23	60	76
24	Student 24	56	60
25	Student 25	52	76
26	Student 26	72	76
27	Student 27	64	72
28	Student 28	48	84
29	Student 29	56	76
30	Student 30	64	72
31	Student 31	72	72
32	Student 32	60	76
33	Student 33	56	72
34	Student 34	60	64
35	Student 35	56	68
36	Student 36	5	72
37	Student 37	64	76
38	Student 38	60	60
39	Student 39	56	76
40	Student 40	56	76
Total		2312	2872

From the TableIV.3, the writer found that the total score of pre-test in experimental class was 2312 while the highest was 84 and the lowest was 40. The

total of the score of post test in experimental class was 2872 while the highest was 88 and the lowest was 52. It means that the students had significant increasing of the ability in reading recount text. It was proved by the total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as below:

**Table IV.4**  
**Frequency Score of Pre-test and Post-test of Experimental Class**

Valid of Pre-test	Frequency of Pre-test	Valid of Post-test	Frequency of Post-test
40	1	52	2
44	2	56	2
48	3	60	3
52	4	64	1
56	13	68	3
60	8	72	12
64	4	76	12
68	1	84	2
72	3	88	3
84	1		
Total	40	Total	40

Besides, the mean and standard deviation were also needed in analyzing data gotten from the score or pre-test and pre-test in determining the mean and standard deviation, the writer used the software SPSS version 17 to calculate it. The mean and standard deviation of pre-test and post-test are in the following table:

**Table IV.5**  
**The Mean and Standard Deviation of Pre-test and Post-test of Experimental Class**

Item Statistics		
	Mean	Std. Deviation
Pre-test	57.80	8.397
Pos-test	71.80	8.919

From the table above, the distance between mean (Mx) and Standard deviation (SD) is too far. In other words, the scores obtained are normal.

2. Students' Ability in Reading Recount Text Taught by Using Conventional Strategy

The data of students' ability in reading recount text taught by using conventional strategy were also taken from pre-test and post-test of class XA as control class taken of the sample in this class (40 Students). The data can be seen from the table below:

**Table IV.6**  
**The Score of the Students Ability in Reading Recount Text by Using**  
**Conventional Strategy**

No	The Number of Students	Control Class	
		Pre-test	Post-test
1	Student 1	64	64
2	Student 2	60	60
3	Student 3	76	64
4	Student 4	60	72
5	Student 5	60	64
6	Student 6	64	72
7	Student 7	52	64
8	Student 8	44	64
9	Student 9	60	60
10	Student 10	52	68
11	Student 11	76	84
12	Student 12	60	56
13	Student 13	60	56
14	Student 14	60	72
15	Student 15	60	64
16	Student 16	60	64
17	Student 17	52	64
18	Student 18	56	64
19	Student 19	56	68
20	Student 20	60	60
21	Student 21	60	44
22	Student 22	44	60
23	Student 23	60	56
24	Student 24	48	72
25	Student 25	64	76
26	Student 26	56	72
27	Student 27	52	60
28	Student 28	40	80
29	Student 29	56	68
30	Student 30	52	72
31	Student 31	64	68
32	Student 32	60	84
33	Student 33	64	64
34	Student 34	64	60
35	Student 35	52	64
36	Student 36	56	56
37	Student 37	60	60
38	Student 38	56	64
39	Student 39	60	60
40	Student 40	60	64
	Total	2320	2608

From the TableIV.6, the writer found that the total score of pre-test in control class was 2320 while the highest was 76 and the lowest was 40. The total of score post test in control class was 2872 while the highest was 84 and the lowest was 44.

It means that the students had little increasing of their ability in reading recount text, and it was not as experimental class. Besides, the mean of pre-test and post-test of control class also had big different. The frequency score and the mean of pre-test and post-test of control class can be seen as below:

**Table IV.7**  
**Frequency Score of Pre-test and Post-test of Control Class**

Valid of Pre-test	Frequency of Pre-test	Valid of Post-test	Frequency of Post-test
40	1	44	1
44	2	56	4
48	1	60	8
52	6	64	13
56	6	68	4
60	16	72	6
64	6	76	1
76	2	80	1
		84	2
Total	40	Total	40

**Table IV.8**  
**The Mean and Standard Deviation of Pre-test and Post-test of Control Class**

Item Statistics		
	Mean	Std. Deviation
Pre-test	58.00	7.132
Post-test	65.20	7.802

From the table above, the distance between mean (Mx) and Standard deviation (SD) is too far. In other words, the scores obtained are normal.

### **C. The Data Analysis**

#### **1. The Data Analysis of Using PQ4R Strategy in the Classroom (Variable X)**

The data of analysis of using PQ4R strategy were based on the percentage of the observation list, the writer had fully implemented the PQ4R strategy at the first year of Senior High School 2 Benai of Benai District of Kuantan Singingi Regency. It can be seen from the total percentage of using PQ4R strategy (84.12 %).

#### **2. The Data Analysis of Students' Ability in Reading Recount Text (Variable Y)**

##### **a. Students' Ability in reading Recount Text by Using PQ4R strategy**

The following table is the description of the data of students' pre-test and post-test score of experimental class. It was obtained from the result of the students' ability in reading recount text. The data can be described as follows:

**Table IV.9**  
**Students' Pre-test and Post-test Score of Experimental Class**

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
40	1	No Pass	52	2	No Pass
44	2	No Pass	56	2	No Pass
48	3	No Pass	60	3	Pass
52	4	No Pass	64	1	Pass
56	13	No Pass	68	3	Pass
60	8	Pass	72	12	Pass
64	4	Pass	76	12	Pass
68	1	Pass	84	2	Pass
72	3	Pass	88	3	Pass
84	1	Pass			

Based on the data obtained in pre-test of experimental class there were 23 students who did not pass the graduated standard (SKL) or the score obtained < 60, while there were 17 students who passed the graduated standard (SKL) or the score obtained 60. The percentage of students who did not pass the graduated standard is as follows:

$$\frac{23}{40} \times 100\% = 57.5\%$$

The percentage of students who passes the graduated standard (SKL) is as follows:

$$\frac{17}{40} \times 100\% = 42.5\%$$

Besides, it can be also seen that the total frequency is 40 and the total scores is 2268. So that, the mean (M<sub>x</sub>) and Standard Deviation (SD) can be obtained by using SPSS Version 17 as follows:

**Table IV.10**  
**Students' Pre-test Score of Experimental Class**

Mean	57.80
Standard Deviation	8.393

From the table above, the distance between mean (Mx) and Standard Deviation (SD) is too far. In other word, the scores obtained are normal.

Based on the data obtained in post-test of experimental class there were 4 students who did not pass the graduated standard (SKL) or the score obtained < 60, while there were 36 students who passed the graduated standard (SKL) or the score obtained ≥ 60. The percentage of students who did not pass the graduated standard is as follows:

$$\frac{4}{40} \times 100\% = 10\%$$

The percentage of students who passes the graduated standard (SKL) is as follows:

$$\frac{36}{40} \times 100\% = 90\%$$

Besides, it can be also seen that the total frequency is 40 and the total scores is 2872, so that the mean (Mx) and Standard Deviation (SD) can be obtained by using SPSS Version 17 as follows:

**Table IV.11**  
**Students' Post-test Score of Experimental Class**

Mean	71.80
Standard Deviation	8.911

From the table above, the distance between mean (Mx) and Standard Deviation (SD) is too far. In other words, the scores obtained are normal.

b. Students' Ability in reading Recount Text by Using Conventional Strategy

The following table is the description of the data of students' pre-test and post-test score of experimental class. It was obtained from the result of the students' ability in reading recount text. The data can be described as follows:

**Table IV.12**  
**Students' Pre-test and Post-test Score of Control Class**

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
40	1	No Pass	44	1	No Pass
44	2	No Pass	56	4	No Pass
48	1	No Pass	60	8	Pass
52	6	No Pass	64	13	Pass
56	6	No Pass	68	4	Pass
60	16	Pass	72	6	Pass
64	6	Pass	76	1	Pass
76	2	Pass	80	1	Pass
			84	2	Pass

Based on the data obtained in pre-test of control class there were 16 students who did not pass the graduated standard (SKL) or the score obtained < 60, while there were 24 students who passed the graduated standard (SKL) or the score obtained > 60. The percentage of students who did not pass the graduated standard is as follows:

$$\frac{16}{40} \times 100\% = 40\%$$

The percentage of students who passes the graduated standard (SKL) is as follows:

$$\frac{24}{40} \times 100\% = 60\%$$

Besides, it can be also seen that the total frequency is 40 and the total scores is 2320. So that, the mean (Mx) and Standard Deviation (SD) can be obtained by using SPSS Version 17 as follows:

**Table IV.13**  
**Students' Pre-test Score of Control Class**

Mean	58.00
Standard Deviation	7.132

From the table above, the distance between mean (Mx) and Standard Deviation (SD) is too far. In other words, the scores obtained are normal.

Based on the data obtained in post-test of experimental class there were 5 who students did not pass the graduated standard (SKL) or the score obtained  $< 60$ , while there were 35 students who passed the graduated standard (SKL) or the score obtained  $> 60$ . The percentage of students who did not pass the graduated standard is as follows:

$$\frac{5}{40} \times 100\% = 12.5 \%$$

The percentage of students who passes the graduated standard (SKL) is as follows:

$$\frac{35}{40} \times 100\% = 87.5 \%$$

Besides, it can be also seen that the total frequency is 40 and the total scores is 2608. So that, the mean (Mx) and Standard Deviation (SD) can be obtained by using SPSS Version 17 as follows:

**Table IV.14**  
**Students' Post-test Score of Control Class**

Mean	65.20
Standard Deviation	7.802

From the table above, the distance between mean (Mx) and Standard Deviation (SD) is too far. In other words, the scores obtained are normal.

- c. The Students' Classifications Score of the Students' Taught by using PQ4R strategy and Taught by using Conventional Strategy

To know how the students' ability in reading recount text taught by PQ4R strategy and taught by using conventional strategy, the writer only took the post-test score of each class because the post-test was given after treatment.

**Table IV.15**  
**Mean and Median of Post-test in Experimental Class and Control Class**

	Mean	Median
Experimental Class(Post-test)	71.80	72.00
Control Class(Post-test)	65.20	64.00

- d. Data Analysis of the Difference Between Students' Ability in Reading Recount Text Taught by Using PQ4Rstrategy and Students' Ability Taught by using Conventional Strategy

**Table IV.16**  
**Students' Ability in Reading Recount Text Score**

No	The Number of Students	Experimental Class		Control Class	
		Pre-test	Post-test	Pre-test	Post-test
1	Student 1	40	76	64	64
2	Student 2	56	76	60	60
3	Student 3	68	72	76	64
4	Student 4	52	68	60	72
5	Student 5	56	68	60	64
6	Student 6	60	72	64	72
7	Student 7	84	76	52	64
8	Student 8	60	56	44	64
9	Student 9	56	72	60	60
10	Student 10	64	72	52	68
11	Student 11	72	72	76	84
12	Student 12	44	84	60	56
13	Student 13	56	72	60	56
14	Student 14	48	52	60	72
15	Student 15	60	88	60	64
16	Student 16	52	60	60	64
17	Student 17	56	88	52	64
18	Student 18	52	72	56	64
19	Student 19	56	56	56	68
20	Student 20	48	52	60	60
21	Student 21	60	76	60	44
22	Student 22	44	88	44	60
23	Student 23	60	76	60	56
24	Student 24	56	60	48	72
25	Student 25	52	76	64	76
26	Student 26	72	76	56	72
27	Student 27	64	72	52	60
28	Student 28	48	84	40	80
29	Student 29	56	76	56	68
30	Student 30	64	72	52	72
31	Student 31	72	72	64	68
32	Student 32	60	76	60	84
33	Student 33	56	72	64	64
34	Student 34	60	64	64	60
35	Student 35	56	68	52	64
36	Student 36	56	72	56	56
37	Student 37	64	76	60	60
38	Student 38	60	60	56	64
39	Student 39	56	76	60	60
40	Student 40	56	76	60	64

The data were obtained through the score of pre-test of experimental class and control class. To analyze the data, the writer used T-test formula by using software SPSS version 17.

**Table IV.17**  
**Group Statistics**

	X	N	Mean	Std. Deviation	Std. Error Mean
Y	1	40	71.8000	8.91901	1.41022
	2	40	65.2000	7.80270	1.23371

**Table IV.18**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference		
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.171	.681	3.522	78	.001	6.60000	1.87370	2.86974	10.33026
	Equal variances not assumed			3.522	76.646	.001	6.60000	1.87370	2.86870	10.33130

From the table above, it can be also seen that  $t_{\text{hitung}}$  obtained (3.522) will be compared to "t" table,  $df=78$ . Because  $df=78$  was not found from the  $t_{\text{table}}$ , so the writer take  $df=80$  to compare either at level 5% or 1%. At level 5%,  $t_{\text{table}}$  is 1.99, while at level 1%,  $t_{\text{table}}$  is 2.64. Thus, the  $t_{\text{hitung}}$  obtained is higher than  $t_{\text{table}}$ , either at level 5% or 1%. In other word, we can read  $1.99 < 3.522 > 2.64$ .

Based on the score above, the writer can conclude that  $H_0$  is accepted or there is no significant effect of using PQ4R strategy toward students' ability in reading recount text at the first year of senior high 2 Benai of Benai District of Kuantan Singingi Regency.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Research Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about the effect of using PQ4R strategy toward students' ability in reading recount text at the first year of senior high 2 Benai of Benai District of Kuantan Singingi Regency comes to conclusion as follows:

1. Students' ability in reading recount text taught by using PQ4R strategy is 71.80. The students who passed the graduated standard (SKL) are 36 (90%).
2. Students' ability in reading recount text taught by using conventional strategy is 58.00. The students who passed the graduated standard (SKL) are 35 (87.5%).
3. From analysis of t-test formula, it can be also seen that  $t_{hitung}$  obtained (3.522) will be compared to "t" table,  $df=78$ . Because  $df=78$  is not found from the  $t_{table}$ , so the writer take  $df=80$  to compare either at level 5% or 1%. At level 5%,  $t_{table}$  is 1.99, while at level 1%,  $t_{table}$  is 2.64. Thus, the  $t_{hitung}$  obtained is higher than  $t_{table}$ , either at level 5% or 1%. In other words, we can read  $1.99 < 3.522 > 2.64$ . It means that there is a significant difference between students' ability in reading recount text taught by using preview, question, read, reflect, recite and review (PQ4R) strategy and students' ability in reading recount text taught by using conventional

strategy. It shows that using PQ4R strategy can improve students' ability in reading recount text.

## **B. Suggestions**

Based on the research finding, the writer would like to give some suggestion:

1. Suggestion for teacher
  - a. It is recommended to the teacher to use PQ4R strategy in teaching and learning process.
  - b. It is hoped that the teacher teaches reading class from the easiest to the most difficult one.
  - c. The teacher should build a favorable atmosphere at times of teaching learning process because the conducive condition in teaching would become one asset to carry the success of material to be taught.
2. Suggestion for students
  - a. The students should try to understand the use of PQ4R strategy in reading text.
  - b. The students should pay more attention to the lesson being explained by the teacher.

Finally, the writer considers that this research still needs validation from the next researcher who has the same topic as this research.

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