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**The Effect of Preview, Question, Read, Reflect,
Recite and Review (PQ4R) Strategy toward
Students' Reading Comprehension on
Narrative Texts**

Tahun ke 1 dari rencana 1 tahun

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LAMPIRAN

Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

The background of this research was based on the problem in students' reading comprehension on narrative text. The problems were about students' difficulty in understanding the story of narrative text. The other problems related to the strategy that used by the teacher was not effective. Therefore, the purpose of this research was to find out the effect of *Preview, Question, Read, Reflect, Recite, Review (PQ4R) Strategy* toward students' reading comprehension on narrative text at the eleventh grade students of SMA 4 Solok 2019/2020 academic year. The method used in this research was quasi experimental research with pre - test and post – test design. The population of this research was the eleventh grade science students of SMA 4 Solok 2019/2020 academic year which total number of students was 60. The samples was chosen by using purposive sampling technique, where XI.2 as experimental class and XI.3 as control class. The result of this research showed that there was different effect of the application *Preview, Question, Read, Reflect, Recite and Review (PQ4R) strategy* than *Small Group Discussion*, where the mean score at experimental class was 75, 14 and control class was 69, 16 it means that there was a difference in score about 5, 98. The researcher also got the data of $t_{\text{calculated}}=2,34$ dan $t_{\text{table}}=1.68$, $T_{\text{cal}} > T_{\text{table}}$. In conclusion, H_0 was rejected and H_a was received. It means that students' reading comprehension on narrative text taught by using *Preview, Question, Read, Reflect, Recite and Review (PQ4R) strategy* was better than taught by using *Small Group Discussion strategy*. In other words, there was a different effect on students' reading comprehension on narrative text taught by using *(PQ4R) Strategy*.

Kata kunci maksimal 5 kata

PQ4R Strategy; Narrative Text, Reading Comprehension

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG

A. Background of the Problem

Reading is one of the four basic language skills that should be learned in learning English. Reading is a process of getting information from a text, a book, article and etc. Students need to read the text, in other to get the information they want to know. Because of that, reading skill is important aspect in learning English language. Through reading

comprehension the students will know many vocabularies and familiarise with words that they do not know.

Based on the *Kurikulum* “2013” In Senior High School, teaching reading is aimed at the improving of the students’ ability comprehend the meaning of monolog text in written text to get information and enrich the knowledge. The text includes narative text, report text, and analytical exposition. The standard competence of teaching reading is students can understand meaning of the simple monolog text.

From the texts above, narrative text is one of the important text that should be mastered by the students. The purpose of the narrative text is to make the students know how to tell story that have the goals to amuse or entertain the readers. This text consists of two components. The first one is generic structure which are orientation, complication and resolution. The orientation is how to introduce about the figure, time and scene. Then, complication explains about the main character. The last is resolution tells about end of story that contain a problem. The next is grammatical features. Grammatical features explain the characteristic from the texts. The characteristic includes simple past tense, connective, time conjunction, and adverbs of time.

Based on the researcher’s observation at eleventh grade science students of SMAN 4 Kota Solok on 06th January 2019, the researcher found several problems in teaching and learning reading narrative text. The problems can be seen from two sides; students’ side and teacher side.

The first problem comes from the students’ side. From this side, the students face several problems. The first problem was the students have limited vocabulary and they are difficult to memorize new vocabulary in the text. When the teacher gave a text in reading activity, the students just read the text but they can not understand what the information in the text. In fact when the teacher explains the material of the text , students failed to understand, this case made students lose interest and focus during learning.

Moreover, they can not answer question about the text they have read. Most of them just waited from other friends for cheating. This problem made the students think that learning English is very difficult and made them lazy to learned English.

The second problem, the students are difficult to find the ideas in each paragraph of narrative text. The students think that all sentences are important and made them difficult to

determine the key idea in each paragraph. Usually, the students only translate the text first but they can not identify message gave in the text. This problem made them had to find the important thing from the text and the idea in the text. Because of that, this activity only done by few students and the other students just waited the information from the other friends.

The third problem, the students do not understand about the grammatical features from narrative text. This text used simple past tense. Usually, the verb in simple past tense add affix word "ed" and etc. When the students read the text, they just know about word added by "ed". If the word is not added with "ed" they think the words is not simple past tense. This case made them difficult to understand about the meaning from the verb.

The last problem comes from the teacher's side. First, the teacher did not used media in teaching reading comprehension. The teacher did not used media because the teacher thinks teaching used media was bother and needs preparation, especially if teaching using electronic media such as computer and in focus. The teacher was also not able to used a computer and in focus.

Second, when delivered the material, the teacher only gave a text and asked the students to interpret the text and answered questions in the source book. It made students lazy and bored in reading activity and they were not excited during the learning process. It is better if the teacher used other methods, for example provided text with pictures to made it more attractive to students.

Last, the teacher did not used new strategy in teaching reading comprehension. The teacher used Small Group Discussion. Actually small group discussion often used in learning reading. The process was the teacher come to the class, checked attendance and gave motivation to the students. Next, teacher divided students into group then asked students to discuss about components of narrative text and answered the questions. This strategy is not successful enough to made the students understand well about this text. Because of that, based on the average score of the final exam obtained by the researcher from teacher is 67,23. Meanwhile "KKM" need to be accomplish is 78.00.

In learning activity, students learned in groups and were gave the opportunity to be more active in learning activities, but this strategy was not success because only the smart students in each group that did the activity and other students in each group just silent in the group discussion. . There were several strategies that can be used in teaching reading. The

strategy is, PQ4R (Preview, Question, Read, Reflect, Recite and Review), DRA (Direct Reading Activity) and Gallery Walk strategy. In this research, the researcher interested to used PQ4R in the teaching reading narrative text. PQ4R is the systematic strategy consist of several steps, they were Preview, Question, Read, Reflect, Recite and Review. Each step function to optimize the students' ability to develop the idea then gain the information and stimulate the students to recognize the new vocabularies in implementation of learning by using PQ4R strategy work well. It takes considerable time and students are more diligent, careful and through.

Based on the explanation above, the researcher wanted to know the effect of using Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy Toward Students Reading Comprehension on Narrative Text At Eleventh Grade Sience Students of SMA N 4 Solok 2019/2020 Academic Years.

The researcher assumed that PQ4R strategy can help the students in teaching reading comprehension of narrative text. The researcher was conducted the research entitled "The Effect of Using Preview, Question, Read, Reflect, Recite And Review (PQ4R) Strategy In Teaching Reading Comprehension of Narative Text At Eleventh Grade Science students of SMA N 4 Kota solok At 2019/2020 Academic Year"

B. Research Questions

Based on the formulation of the problems above, the research questions need to be clarified as follow:

1. How was the students' reading comprehension after taught by Using Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy In Teaching Reading Comprehension of Narrative Text at Eleventh Grade Science Students of SMA N 4 Kota Solok at 2019/2020 Academic Year".
2. How was the students' reading comprehension after taught by using Small Group Discussion on narrative text at Eleventh Grade Science Students of SMA N 4 Kota Solok at 2019/ 2020 academic year?
3. Was any positive effect of students' reading comprehension after taught by using (PQ4R) strategy and taught by using Small Group Discussion at Eleventh Grade Science Students of SMA N 4 Kota Solok at 2019 / 2020 academic year?

C. Purpose of the Research

Based on the research questions above, the purposes of the research are:

1. To know students' reading comprehension level on narrative text after taught by using preview, question, read, reflect, recite and review (PQ4R) strategy at eleventh grade science students of SMA N 4 Kota Solok at 2019 / 2020 academic year.
2. To know students' reading comprehension level on narrative text after taught by using Small Group Discussion strategy at eleventh grade science students of SMA N 4 Kota Solok at 2019 / 2020 academic year.
3. To know any positive effect of students' reading comprehension level on narrative text that are taught by using preview, question, read, reflect, recite and review (PQ4R) strategy and that are taught by using Small Group Discussion at eleventh grade science students of SMA N 4 Kota Solok at 2019 / 2020 academic year.

D. Research Outcome

There were two kinds of significance of this research. They are practical and theoretical significance. The first is practical significance for english teacher, they can used this stretegy at the classroom. For the students this strategy can help to developpe the idea then gain the information from the text.

The second is theoretically significance. For the next reseacher, it can help the reseacher to continue the next research in the future as references in using PQ4R in reading comprehension on narrative text.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA

A. Reading Comprehension

Reading comprehension is a complex interaction between the text and experiences, attitude and language community, culturally and socially situated and very important for

student. According to Grabe and Stoller (2009: 24), reading is the ability to take meaning from the print page and then understand the information properly. There are five reasons from this definition. They are, first, the reader has many purposes in reading and each purpose needs different skills and strategies to catch the information. Second, the reader needed many process and knowledge to connect the idea for create the information. Third, reader needs a cognitive process to understanding the information. Fourth, the reader also needs ability to catch and interpret the information to second language. Last, how the reader interpreted and use the text in different ways or in social context.

Based on the explanation above, it can be concluded that reading is not a single skill but a complex skill. Reading is needed in education and social life by the students. Reading also needs ability to take the meaning from print page to be information by the reader.

B. Narrative Text

Narrative texts are one of the important texts that should be mastered by the students at junior high school. According to Alfajar (2015:20), narrative text is a factual text to entertain the reader by listening or reading the text. This text consists of five generic structures. They are orientation, complication, sequence of events, resolution and comment. Language features in this text use simple past tense.

In conclusion, narrative text is a kind of factual text, that forms in speech, writing, poetry, pictures, song, motivation picture, video games, theater or dance to entertain the reader. Using simple past tense, noun, pronoun and specific participants, and have some generic structure like orientation, evaluation, complication, resolution, and re-orientation.

C. Preview, Question, Read, Reflect, Recite, Review Strategy

Preview, Question, Read, Reflect, Recite, Review (PQ4R) Strategy is a function strategy to optimize the students' ability to develop the idea and gain the information and stimulate the students to recognize the new vocabularies in implementation of learning. According to Hartanto (2009: 30) PQ4R is strategy that helps students in reading process by using some steps, that are preview to read quickly. Question the steps to search some question. Read, to find out the answer from the question. Reflect to imagine the story again. Recite to answer the question by own self. Review to review all the process.

Yanti (2012: 26) explains that PQ4R is strategy that consist of preview, question, read, reflect, recite and review. This strategy includes elaborate strategy and very important for students to helps students to remember what the students read in teaching learning process especially in teaching reading activity in the classroom. Besides that, PQ4R is also elaborative strategy, it means that, this strategy can help students to memorize the important part of texts.

In conclusion, PQ4R is strategy that helps students in teaching reading process especially in difficult and challenging text that consist of preview, question, read, reflect, recite and review process that have function to optimize the students ability to develop the idea and to get information and to find out the question and know purpose of reading a text.

D. Small Group discussion Strategy

Small group strategy is one of many kind strategies that very important and useful by the teachers in teaching reading comprehension in the class room. According to Aziz (2013: 10) small group discussion strategy is strategy that helps students to understand the topic in each kind of text. This strategy can make students interested and easy to understand the material in the text. In learning process the teacher asks students to works in small group to discuss material and find out the problems or question that give by the teachers.

It can be concluded that small group discussion is a small group that consists of some students in each group. It consist of 3-4 people in groups to discuss about the materials and must give their idea or opinions, have practice in negotiation, take and give what they already know.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengurus sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of the Research

This research was conducted by using quasi experimental design. In quasi experimental design the researcher does not random all the subject or population. According to Gay (2000: 49), quasi experimental design is the research where the sample is not randomly selected.

This research was chosen because in the educational world, the sample has been formed in intact groups naturally. So, it is not always possible to choose them randomly. This research used pre-test and post-test, it involves some basic characteristics, they were: the experimental group, control group, pre-test, and treatment.

There are two groups used as the sample group. One group was the experimental that received special treatment. In this research, the researcher used PQ4R strategy in teaching reading comprehension of narrative text. The other one was treated by small group discussion as the control group.

In this research, reading comprehension test would be employed. Pretest would be given for both groups before doing the research to see the students' reading comprehension before giving treatment. Then, each group would be given different treatment in teaching reading. Finally, the test would be administered to the students to find out whether there was a positive effect in the experimental group after giving treatment or not. The formula of this research is shown in the table 1 as follows:

Table 1: The Design of Pretest-Posttest Group Design

Sample	Pre-test	Treatment	Post-test
Experimental Class	Se_1	X	Sc_1
Control Class	Se_1	O	Sc_2

Notes:

Se_1 = Students' reading comprehension of experimental group in pre-test.

Se_2 = Students' reading comprehension of control group in pre-test

Sc_1 = Students' reading comprehension of experimental group in post-test

Sc_2 = Students' reading comprehension of control group in post-test

X = Treatment by using PQ4R strategy

O = Treatment by using Small Group Discussion

B. Population and Sample

1. Population

According to Arikunto (2010:67), a population is the larger group or all of subject of the research. The population in this research was the Eleventh grade science students of SMA N 4 Solok at 2019/2020 academic year. The total population was 60 students that are divided into XI IPA 1, XI IPA 2 and XI IPA 3. The data of population in this research can be seen in the following table:

Table 2: Population of the Research

No	Class	Number of Students
1	XI IPA ₁	20
2	XI IPA ₂	20
3	XI IPA ₃	20
Total		60

2. Sample

Sample was selected from some population. This research was experimental research, so the researcher needed to take two classes that would be an experimental and a control class. To determine the two classes, the researcher used purposive sampling. Purposive sampling technique was chosen by ability of the students almost the same and students were taught by same teacher in teaching reading.

There are several steps would be done by the researcher. First, the researcher collected the score on the teacher's scores from the result of final exam. After that, the researcher analyzed the result of the final exam such as mean score, average score and deviation standard. The class which had almost same or nearby average, taught by same teacher and taught by same material was chosen as experimental class and control class. The next step was to calculate the mean score and standard deviations of each class. To calculate the value the deviation standard, the researcher used formula that is proposed by Sudjana (2005: 99) as follow:

$$S = \sqrt{\frac{n \sum X_i^2 - (\sum X_i)^2}{n(n-1)}}$$

Where:

S = Standard deviation

n = number of students

$\sum x^2$ = sum square of students score

To calculate the mean, the researcher uses formula that is proposed by Arikunto (2007: 264) the formula is follow:

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

Where:

X = the mean of students' score

$\sum x$ = Sum of students' score

n = the number of students

After the researcher analyzed the result of the final exam such as mean score, average score and deviation standard, the researcher got the data as follow :

Class	n	$\sum x$	\bar{X}	S	S^2
IPA 1	20	1289	64, 45	14, 21	202, 25
IPA 2	20	1346	67, 30	13, 53	183, 06
IPA 3	20	1345	67, 25	11, 21	125, 88

Based on the data above, the researcher chose X1 IPA₂ and XI IPA₃ as sampling of this research because both of classes have almost the same average value, taught by the same teacher, same material, the number of students is the same and used the same strategy in process of teaching reading. Finally, the researcher chose IPA₂ as experimental class and IPA₃ as control class. It can be seen on **Appendix 4 on page 75**

C. Procedure of the Research

The research was done at eleventh grade science students of SMA N 4 Kota Solok at 2019/2020 academic year by following the steps:

1. Preparation

The researcher did some preparations before doing the research. This preparation was needed to help the researcher of teaching and learning process while doing the research. These preparations include: the first, preparing the syllabus, lesson plan, and instrument that used in the research. Second, preparing of the teaching material that was taught. Third, preparing the supporting media that was appropriated with the material choose.

2. Pre-test

The researcher did the pre- test to both of classes as experimental and control class after knowing the average score on purposive sampling. The purpose of pre- test is to know the students' reading comprehension before treatment.

3. Implementation

The implementation of this research was conducted in two classes. They are experimental class and control class. The same material gave to both of these classes. The different treatment gave to each class. The experimental class taught by using preview, question, read, reflect, recite, review (PQ4R) strategy and the control class taught by using Small Group Discussion. The different strategy gave for both of classes as follow :

Table 3: Procedure in Experimental and Control Class

Experimental Class (PQ4R Strategy)	Control Class (Small Group Discussion)
1. Pre-teaching activities a. Teacher greeted the students and leads to pray. b. Teacher checked students' attendance. c. Teacher brainstorms to review the last material that they learned before. d. Teacher gave motivation for the students to start learning activity by giving quiz.	1. Pre-teaching activities a. Teacher greeted the students and leads to pray. b. Teacher checked students' attendance. c. Teacher brainstorms to review the last material that they learned before. d. Teacher gave motivation for the students to start learning activity by giving quiz.

<p>e. Teacher introduced the competence that students should achieved at the end of the lesson.</p> <p>2. Whilst-teaching activities There were some steps in whilst teaching activities:</p> <p>a. Preview : Teacher gave the students text and then teacher asked students to preview the text by looking at the title and subtitles.</p> <p>b. Question : Teacher asked the students to formulate the questions for himself. Question included what, who, where, when, why and how.</p> <p>c. Read : Teacher asked the students to find answers to all the question that have been formulated. While reading, teacher asked them to consider what they already know about the topic and students write in the paper.</p> <p>d. Reflect : Teacher asked the students not only enough to remember or memorize, but the most important is they have idea with they read.</p> <p>e. Recite : Teacher asked the students write down the main points have they learned.</p> <p>f. Review : Teacher asked the students to make a summary or formulate the essence of the material that has been read.</p> <p>3. Post Teaching Activity</p>	<p>e. Teacher introduced the competence that students should achieve at the end of the lesson.</p> <p>2. Whilst-teaching activities There were some steps in whilst teaching activities:</p> <p>a. Teacher divided the classroom become some small group, that consist of 4-5 students. Each group must have leader and secretary.</p> <p>b. Teacher gave material to the students in each group.</p> <p>c. Teacher asked students to discuss and answer the question from the questions.</p> <p>d. Teacher guides all of students must gave participation in the groups.</p> <p>e. Teacher asked students to presenting they result in each group</p> <p>f. Teacher and students discuss and concluded the lesson.</p> <p>3. Post Teaching Activity</p> <p>a. Teacher concluded the lesson</p> <p>b. Teacher lead the students to summarize the material that has been learned.</p> <p>c. Teacher gave homework to the students.</p>
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<ul style="list-style-type: none"> a. Concluded the lesson b. Teacher lead the students to summarize the material that has been learned. c. Teacher gives homework to the students. 	
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In experimental class the researcher did 4 times treatment using PQ4R in experimental class begin on 17th of March until 26th of March 2020. In control class, the researcher did 4 times using Small Group Discussion begin on 17th of March 2020 until 26th of March 2020.

4. Post- test

After the researcher deliver material to experimental class and control class, the researcher would tested both of the classes on post-test by using same test instrument and item. Post-test was done by the researcher trough via online, because the learning process was temporary stopped due to the Covid-19 pandemic.

The researcher analyzed the students' score and then the researcher compare the score on the sample classes. Finally, the researcher analyzed test hypotheses to find out effect of Preview, Question, Read, Reflect, Recite, Review(PQ4R) strategy towards students' reading comprehension on narrative text.

D. Instrumentation

The instrumentation of this study is reading test in form multiple choice items. This test would be used to know the students' reading comprehension ability. The test would included 5 (five) narrative text which have 7 (seven) indicators of reading comprehension of narrative text. Each indicator will be followed by questions. The total items of the test would be developed by 35 (thirty five) items.

Table 4: Indicators of Reading Comprehension of Narrative Text

No	Components of Reading comprehension	Indicator	Item	Number of Question
1.	Reading Comprehension	a. Topic	5	1, 8, 15, 22 and 29
		b. Main Idea	5	2, 9, 16, 23 and 30
		c. Supporting Details	5	3, 10, 17, 24 and 31
2.	Generic Structure of narrative text	a. Orientation	5	4, 11, 18, 25 and 32
		b. Complication	5	5, 12, 19, 26 and 33

		c. Resolution	5	6, 13, 20, 27, and 34
3.	Language Features of narrative text	a. Simple Past Tense	5	7, 14, 21, 28 and 35
Total			35	

Before doing the treatment, the test was tried out to measured validity and reliability of the test at another class except experimental class and control class. For the try out class the researcher chose XI IPA₁. The instrument of tried out was same with pre test and post test instrument.

To know whether the treatment that given is success or not, test was checked and scored by the researcher to analyzed item difficulty, item discrimination, validity, and reliability of instrument.

1. Item Difficulty

In this case, the researcher analyzed the item difficulty index by using formula that is proposed by Arikunto (2009: 208) the following formula is follow:

$$P = \frac{B}{JS}$$

Where:

P = index difficulty

B = number of examines who answer correctly

JS = Number of examines

In analyzing item difficulty index, the researcher used formula that is proposed by Arikunto (2009: 207):

Table 5: Difficulty Index Criteria

Difficulty Index	Criteria
1,00-0,30	Difficult
0,30-0,70	Moderate
0,70-1,00	Easy

After analyzed the result of try out pre-test. The researcher found 35 items was Moderate. In try out post-test, 35 items was Moderate. It could be seen on **Appendix 8 on page 91 and Appendix 14 on page 111.**

2. Item Discrimination

The researcher would analyzed item discrimination to determine the ability of the item in distinguishing between high level students and low level students. The researcher would analyzed the item discrimination index by using formula that is proposed by Arikunto (2009: 213):

$$D = \frac{BA}{JA} + \frac{BB}{JB}$$

Where:

D = discrimination index

BA = the number of high level examines who answer correctly

JA = the number of low level examines answer correctly

JB = the number of low level examines

According to Arikunto (2009: 210) discrimination index criteria as follow:

Table 6: Discrimination Index Criteria

Discrimination index	Criteria
0,00-0,20	Poor
0,20-0,40	Satisfactory
0,40-0,70	Good
0,70-1,00	Excellent

The result of try out pre-test analysis 26 items were satisfactory, 5 items were good, 4 items were poor. Then, items number 15, 19, and 35 was revised. The result of try out post-test analysis 23 item was satisfactory, 9 items were bood, 2 items were poor. Then, items

number 13 and 18 was revised. It could be seen on **Appendix 8 on page 91 and Appendix 14 on page 111.**

3. Validity

According to Gay (2000: 191), the most important thing in the quality of the test is the validity. This is the degree to which a test measures what it is supposed to measure and consequently is appropriate interpretation of this score. In order to validated the test as instrument in this research, the researcher would chose content validity. Arikunto (2009: 64) supports that test validity is the content validity. In the words, the test that would be given by the researcher based on the curriculum and syllabus that used by the teacher in eleventh grade science students of SMA N 4 Kota Solok.

4. Reliability

According to Gay (2000: 269), reliability is the degree to which a test consistently measures in measures in measuring. In this case, the researcher used split half method and find correlation coefficient for reliability index of the test used Pearson product moment formula that is proposed by Arikunto (2009: 81) as follow:

$$r_{11} = \left(\frac{K}{K-1} \right) \left[1 - \frac{M(K-M)}{kV_t} \right]$$

$$M = \frac{\sum X}{N}$$

$$V_t = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Where:

r_{11} : The reliability instrument

K : The total of number of items

M : The mean of students' score

V_t : The total variances (S^2)

$\sum x$: The sum of the students' score

$\sum x^2$: The sum square of he students score

n : The sum of the students

After reliability of spilt test was reached the researcher would used Spearman – Brown formula in Arikunto (2009: 81) to found out the reliability of total test. The reliability of the test interpreted used value interpretation that is suggested by Arikunto (2010: 75)

Table7: Value Interpretation of r_{xy}

	Value of r_{xy}	Interpretation
1	0,800–1,00	Very high
2	0,600-0,800	High
3	0,400-0,600	Enough
4	0,200-0,400	Low
5	0,00-0,200	Very Low

The realibility of the try out on pre test was **very high** that was 0, 93. Then, the realibility of the try out post test was **very high** that was 0, 94. It can be seen on **Appendix 10 on page 91 and appendix 16 on page 112.**

E. Technique of Data Collection

The data of this research would be the students’ reading comprehension ability on narrative text. It will be gotten by giving reading comprehension test. After distribute the pre test and post test, the reseacher gave the students 45 minutes to finished each test. After that, the researcher collected the result of students answered to be scored. At the end, the researcher analyzed the students’ score on reading test.

E. Technique of Data Analysis

After all the data was collected, the data was analyzed by some statistical analysis formulation as follows:

1. Testing of Normality

Measuring the normality was purposed to measure whether learning achievement especially on reading between two samples distributed normality by using the formula that is proposed by Sudjana (2005: 99) as follow:

$$z_i = \frac{X_1 - x}{S}$$

Where:

Z_i = normality of the test

X_1 = students' reading comprehension

X = mean

S = deviation standard

To calculate the deviation standard the researcher used formula purposed by Sudjana (2005: 94) as follow:

$$S = \frac{\sqrt{n\sum x^2 - (\sum X_1)^2}}{n(n-1)}$$

Where:

S = standard deviation

n = The total number of object

X^2 =The sum of students score

X =The students score

$\sum x_i^2$ = sum square of students' score

Hasil Penelitian

A. Data Description

In this research, the researcher measured the students' reading comprehension in narrative text using Preview, Question, Read, Reflect, Recite and Review PQ4R Strategy. Based on the research that was done by the researcher on 12th March until 15th August 2020 the researcher collected the data after gave the students pre test at the first and post test at the end of the research. Before doing the treatment in the class, it was done pre test to both of two classes to know the basic knowledge of students' reading comprehension on narrative text. Based on research that has been conducted by the researcher, the researcher got score of the students' pre test score as follow:

Table 9: The Data of Students' Pre-test Score on Reading Comprehension of Narrative Text

Class	n	\bar{x}	X_{max}	X_{min}
Experimental	20	67,40	8, 20	67, 24
Control	20	66, 25	8, 13	66, 10
The differences		1, 15		

Based on the result of the students' pre-test at experimental and control class, there were the students' mean score at experimental class 67, 40 and control class 66, 25. This score were the students' ability in class sample before doing the treatment. After doing the pre-test both of two class sample, the researcher gave treatment to both of this class. For experimental class, the researcher used Preview, Question, Read, Reflect, Recite and Review PQ4R Strategy . Then, for control class the researcher used Small Group Discussion Strategy.

Next, the researcher gave a post-test to both of classes for to know the ability from students after giving the treatment. The instrument was reading comprehension test in from of multiple choices consisted of seventh indicators (topic, main idea, supporting detail, orientation, complication, resolution and simple past tense). After that, the researcher analyzed the students' post-test. The data could be seen on table as follow:

Table 10: The Data of Students' Post-test Score on Reading Comprehension of Narrative Text

Class	n	\bar{x}	X_{max}	X_{min}
Experimental	20	78,96	8, 88	78, 85
Control	20	67, 39	8, 20	67, 24
The differences		12,99		

Based on the data above, it can be seen that the students mean score at experimental class was 78, 96. It was higher than students' mean score at control class that was 67, 24. It means that the men score of experimental class that taught by PQ4R Strategy were higher than means score of the control class.

Table 11: The Data of Students' Pre-test and Post-test Score on Reading Comprehension of Narrative Text at Experimental Class

Experimental Class				Control Class			
Stage	n	\bar{x}	S	Stage	n	\bar{x}	S
Pre Test	20	67, 40	8, 20	Pre test	20	66, 25	8, 13
Post Test	20	78, 96	8, 88	Post test	20	67, 39	8, 20
Differences	11, 56			Differences	1, 14		

Based on the data above, the means score experimental class was 11, 56 and mean score of control class was 1, 14. It means that the students of experimental class more increase after being taught by using PQ4R Strategy in teaching narrative text.

B. Data Analysis

In getting the result of this research, the researcher measured the normality and homogeneity of the data and tested the hypothesis.

1. Normality Testing

In analyzing the normality of the data on students' reading comprehension on experimental class and control class the researcher got the data from both of the classes.

Table 12: The Normality of Students' Reading Comprehension on Narrative text Pre-test

Class	Number of Students	α	Critical Value of Accounting L_o	Critical Value of Accounting L_t	Distribution
Experimental	20	0, 05	0, 26	0, 190	Normal
Control	20		0, 23		Normal

Based on the table above, for experimental on pre-test, it gotten the coefficient calculated normality was $L_o = 0, 26$ and coefficient table normality was $L_t = 0, 190$. It means that $L_o \leq L_t$. The data from control class was $L_o = 0, 23$ and coefficient table normality was $L_t = 0, 190$. It means that $L_o \leq L_t$. According to data analysis above, it could be concluded that the students' test in experimental class and control class where distributed normally.

Table 13: The Normality of Students' Reading Comprehension on Narrative Text Post-test.

Class	Number of Students	α	Critical Value of Accounting L_o	Critical Value of Accounting L_t	Distribution
Experimental	20	0, 05	0, 58	0, 190	Normal
Control	20		0, 41		Normal

The data from post-test on experimental class got coefficient $L_o = 0, 58$ and coefficient $L_t = 0, 190$. It means that $L_o \leq L_t$. Then, data from control class was $L_o = 0, 41$ and $L_t = 0, 190$. It means that $L_o \leq L_t$. Based on result from analysis above, it can be concluded that data from both of classes distributed normally.

2. Homogeneity Testing

In order to analyze the variance of the data of students' reading comprehension on narrative text in experimental class and control class, the researcher analyzed it by using test of homogeneity. It can be seen following table below:

Table 14: The Result Homogeneity Testing of Student Reading Comprehension of Narrative Text in Pre-test

Class	n	S	S ²	F _c	F _t	VariANCES
Experimental	20	8, 20	67, 24	1, 02	2, 16	Homogeneous
Control	20	8, 13	66, 10			

The data got from the homogeneity testing on pre-test, $F_{\text{calculated}} = 1, 02$ at the significances level $\alpha = 0, 05$. $F_{\text{table}} = (19) (19) = 2, 16$. So, $F_{\text{calculated}} \leq F_{\text{table}}$, it could be concluded both of classes were homogenous.

Table 15: The Results of Homogeneity of the Pretest – Post-test score at Experimental class

Class	Homogeneity Testing	n	S	S ²	F _c	F _t	VariANCES
Experimental	Pre-test	20	8, 20	67, 24	1, 17	2, 16	Homogeneous
	Post-test	20	8, 88	78, 85			

The data got from the homogeneity testing on pre-test and post-test in experimental class, $F_{\text{calculated}} = 1, 17$ at the significant level $\alpha = 0, 05$. $F_{\text{table}} = (19) (19) = 2, 16$. So, $F_{\text{calculated}} \leq F_{\text{table}}$, it could be concluded both of two classes has same variances.

Then, the researcher analyzed the variance of the data students' reading comprehension on narrative text pre-test and post-test in control class.

Table 16: The Results of Homogeneity of the Pretest – Post Test score at Control class

Class	Homogeneity Testing	n	S	S ²	F _c	F _t	VariANCES
Control	Pre-test	20	8,13	66,10	0, 98	2, 16	Homogeneous
	Post-test	20	8,20	67, 24			

The data got from the homogeneity on pre-test and post-test in control class, $F_{\text{calculated}} = 0, 98$ at the significant level $\alpha = 0, 05$. $F_{\text{table}} (19) (19) = 2, 16$. So, $F_{\text{calculated}} \leq F_{\text{table}}$, it could be concluded both of two classes had same variance.

Table 17: The Results of Homogeneity of Post Test score

Class	n	S	S ²	F _c	F _t	VariANCES
Experiment	20	8, 88	78, 85	1, 17	2, 16	Homogeneous
Control	20	8, 20	67, 24			

The data got from the homogeneity testing on post-test, $F_{\text{calculated}} = 1,17$ at the significances level $\alpha = 0,05$. $F_{\text{table}(19)(19)} = 2,16$. So, $F_{\text{calculated}} \leq F_{\text{table}}$, it could be concluded both of classes had homogenous.

3. Hypothesis Testing

The researcher analyzed differentiation both of the classes before gave the treatment and after gave the treatment. In analyzing; the researcher did T-test statistical analysis.

Table 18: The result of t-test Students Reading Comprehension of Narrative Text on Pre Test

Class	N	S	S ²	A	T _c	T _t	References
Experimental	20	8,20	67,24	0,05	0,60	1,68	H ₀ was received, H _a was rejected.
Control	20	8,13	66,10				

The data got from $T_{\text{calculated}} = 0,60$ and $T_{\text{table}(0,95;38)} = 1,68$. In conclusion, H₀ was received and H_a was rejected. It meant that the students' reading comprehension on narrative text before giving the treatment was no significance.

Table 19: The result of t-test Students Reading Comprehension of Narrative Text at Experimental Class

Class	n	S	S ²	α	T _c	T _t	References
Pre-test	20	8,20	67,24	0,05	2,64	1,68	H ₀ was rejected, H _a was received.
Post-test	20	8,88	78,85				

The data got $T_{\text{calculated}} = 2,64$ and $T_{\text{table}(0,95;38)} = 1,68$. In conclusion, H₀ was rejected and H_a was received. It meant that the students' reading comprehension on narrative text taught by PQ4R Strategy improved significantly. It can be seen on **Appendix 33 on page 160**.

Table 20: The result of t-test Students Reading Comprehension of Narrative Text at Control Class

Class	n	S	S ²	α	T _c	T _t	References
Pre-test	20	8,13	66,10	0,05	0,91	1,68	H ₀ was received, H _a was rejected.
Post-test	20	8,20	67,24				

The data got from $T_{\text{calculated}} = 0,91$ and $T_{\text{table}}(0,95;38) = 1,68$. In conclusion H_0 was received and H_a was rejected. It meant that the students' reading comprehension on narrative text taught by Group Discussion Strategy did not improve significantly.

Table 21: The Results of t-test Students' Reading Comprehension of Narrative Text on Post Test

Class	N	S	S ²	A	T _c	T _t	References
Experimental	20	8,88	78,85	0,05	2,34	1,68	H ₀ was rejected, H _a was received.
Control	20	8,20	67,24				

From the data above, the researcher got post test data from $T_{\text{calculated}} = 2,34 \geq T_{\text{table}}(0,95;38) = 1,68$. In conclusion, H_0 was rejected and H_a was received. It meant that the students' reading comprehension on narrative text taught by using PQ4R Strategy was better than students' reading comprehension on narrative text taught by using Small Group Discussion Strategy. The researcher concluded, using PQ4R Strategy in teaching reading comprehension on narrative text given improvement toward students' reading comprehension.

C. Discussion

The researcher found and showed that Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy give the significant effect on students reading comprehension on narrative text. This was proven by three main findings that were discussed in this research. First finding is based on the mean score of students reading comprehension taught by using PQ4R Strategy at experimental class. Second finding is based on the mean score of students' reading comprehension taught by using Small Group Discussion Strategy. Third finding is based on the result of Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy which gave better effect on students' reading comprehension than Small Group Discussion Strategy. It showed that the students' reading comprehension by using PQ4R Strategy gave different effect on students' reading comprehension than Group Discussion Strategy. Proved by the result of post test.

When implemented the PQ4R Strategy to teach students' reading comprehension in the experimental class, the students more understand because of this strategy optimize the students'

ability to develop the idea and gain the information and stimulate the students to recognize the new vocabularies. Supported by Hartanto (2009: 30) PQ4R is a strategy that helps students in reading process by using some steps, that are preview to read quickly. Question the steps to search some question. Read, to find out the answer from the question. Reflect to imagine the story again. Recite to answer the question by own self. Review to review all the process.

Finally, it can be concluded the students' reading comprehension in experimental class was better than students' reading comprehension in control class. PQ4R Strategy gave the different effect than Small Group Discussion Strategy and then PQ4R Strategy gave the significant effect at experimental class than Small Group Discussion Strategy at control class.

Simpulan dan saran

A. Simpulan

Based on the discussion on the previous chapter, it could be conclude that Preview, Question, Read, Reflect, Recite and Review Strategy gave the better effect toward students' reading comprehension on narrative text. Furthermore PQ4R Strategy was more gave the different effect than Small Group Discussion Strategy which is usually used by the English teacher in teaching reading.

B. Suggestions

Based on the result of this research, the researcher suggest to the English teacher can use this strategy in teaching reading comprehension on narrative text. The implementation of using Preview, Question, Read, Reflect, Recite and Review is not difficult. Next, for the next researcher can continue to do the research with using this strategy in teaching reading comprehension using difference skill and different types of subject material.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	NamaKegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasiawalkelokasipenelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksanaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasihasilpenelitian											√	
9	Pelaporanhasilpenelitian												√

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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Lampiran 1. Justifikasi Anggaran

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	100,000	1	2	200,000
Pengumpul Data	75,000	2	1	150,000
Analisis Data	150,000	3	1	450,000
Sub Total (Rp.)				800,000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	8	125,000	1,000,000
Fotocopy	Perbanyak instrument penelitian	8	35,000	280,000
Dokumentasi selama penelitian	Penelitian	4	50,000	200,000
Jumlah				1,480,000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	3	55,000	165,000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	2	315,000	630,000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385,000	385,000
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	2	30,000	60,000
Penghapus	instrument penelitian	1	5,000	5,000
Pembolong kertas	instrument penelitian	1	9,000	9,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000
Buku folio	Catatan lapangan penelitian	3	20,000	60,000

Pen Correction (Tipe X)	Catatan lapangan penelitian	4	5,000	20,000
Bulpoint	Catatan lapangan penelitian	20	3,000	60,000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6,000	36,000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
Jumlah				2,020,000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	4	75,000	300,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	3	100,000	300,000
Jumlah				600,000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	2	400,000	800,000
Sub Total (Rp)				800,000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				5,700,000

Lampiran 2

RESEARCH INSTRUMENT READING COMPREHENSION

Types of test : Multiple choices
Time : 60 Minutes
Class : XI
Instruction : Read the texts carefully and answer the questions based on the text by choose A, B, C, and D

Read the following text carefully and answer questions 1-7.

Salty River

A long time ago in Sepang Village, Central Kalimantan, lived a widow named Emas. Her husband died when her daughter was a baby. Her daughter's name was Tumbai. The villagers in Sepang Village were poor. Though they were poor, the villagers always worked hard. Fortunately there was a well in the village. So they always had enough water to live.

Tumbai was a very good daughter. She was diligent and obedient. She always helped her mother and listened to her mother's advice. She also liked to help other people. That was why everybody knew her. Tumbai was not only famous for her kindness, but she was also famous for her beauty. She was very beautiful! Many young men fell in love with her. One by one, they proposed her to be their wife. However, Tumbai always refused the marriage proposal. She was confused. So she prayed to God to give her guidance.

Finally she got the answer. In her dream, an old man asked her to marry a man who could change the well from fresh water into salt water. When she woke up, Tumbai was very confused. She thought it was difficult for a man to change the fresh water into salt water. Fresh water did not have any taste. It was different from sea water which is salty. When Tumbai told her mother about her dream, her mother was also confused. However, she knew that her daughter was very good and wouldn't lie to her. Her mother had a feeling, probably God was going to help them from poverty. Her mother then made an announcement that Tumbai would marry a man who could change the fresh water in the well into salt water. Everybody was laughing. They thought Tumbai and her mother were crazy. But it did not stop those young men to try. They really wanted to marry Tumbai. So they all tried to change the fresh water into salt water. But they all failed.

One day a man came. He lived in the riverside of Barito River. He had supernatural power. "Ma'am, I'm here to marry your daughter," said the man to Emas, Tumbai's mother. "Do you know the test?" asked Emas. "I do. I will change the fresh water into salt water," said the man. The man then sat down next to the well. He was meditating and prayed to God. All the villagers were circling the man. They all were curious. After a while, the man finished meditating. He stood up and asked the villagers to taste the water from the well. It worked! He succeeded in changing the water. Tumbai was happy. She finally found her dream husband. And her mother was right. After the water was salty, the villagers were not poor anymore. They changed the salty water into salt. They sold it and they had money. The salty water was flowing from the well to the Kahayan River. Until now people still taste the salty water in Kahayan River. They also think that the legend really happened.

<http://britishcourse.com/contoh-narrative-text-salty-river-beserta-terjemahannya.php>

1. What does the text tell about ?
 - a. Tumbai
 - b. Legend of river
 - c. Sepang village
 - d. Salty river
2. What is the main idea in first paragraph ?
 - a. A long time ago in Sepang Village
 - b. old man asked her to marry a man
 - c. Tumbai was a very good daughter
 - d. Tumbai was happy
3. What is the characteristic of Tumbai ?
 - a. Diligent and obedient
 - b. Honest
 - c. Liar
 - d. Clever
4. Where did the story above happened ?
 - a. Sumatera
 - b. Kalimantan
 - c. Java
 - d. Yogyakarta
5. Why did Tumbai feel confused after she wake up ?
 - a. She thought it was difficult for a man to change the fresh water into salt water.

- b. She thought it was difficult for she to change the hot water into salt water.
 - c. She thought it was difficult for a man to change the cold water into salt water.
 - d. She thought it was difficult for she to change the fresh water into salt water.
6. What is the test that given by Tumbai's mother to a man ?
- a. The man jumped the river
 - b. The man change the cold water into fresh water
 - c. The man change the fresh water into salt water
 - d. The man change the cold water into salt water
7. He was meditating and to God. What is the correct tense the should be field blank word ?
- a. Helped
 - b. Helping
 - c. Help
 - d. Helps

Read the following text carefully and answer questions 8-14.

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!" Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the water, 'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile."Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly.

Then, the other crocodiles approached moving slowly. They approached the edge of the river."But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer."Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer

jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

<http://abidinfaz.blogspot.com/2015/01/soal-bahasa-inggris-narrative-text-dan.html>

8. What does the text tell about ?
 - a. Mouse deer and crocodile
 - b. Bumblebee and crocodile
 - c. Mouse deer and crab
 - d. Deer and crocodile
9. What is the main idea in second paragraph ?
 - a. The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the water
 - b. The other crocodiles approached moving slowly
 - c. The mouse deer jumped to the body of one crocodile
 - d. A mouse deer was walking by the river
10. Who are the main character in the text ?
 - a. The river
 - b. The Mouse deer and crocodile
 - c. The crocodile
 - d. The Mouse deer
11. Where did the mouse deer and crocodile go ?
 - a. Their go to the river
 - b. Their go to the zoo
 - c. Their go to the island
 - d. Their go to the mount
12. How did the mouse deer was figuring out the way to reach the edge ?
 - a. He run to the water
 - b. He walked on the edge
 - c. He jumped to the water
 - d. He swim to the edge
13. How did crocodile can jump to the grassland ?
 - a. Figuring out the way
 - b. Jumped to the body of crocodile
 - c. Walked on the edge
 - d. Approached the edge of the river

14. He was very starving because he hadn't since morning. What is the correct tense the should be field blank word ?
- Eaten
 - Eating
 - Eat
 - Eats

Read the following text carefully and answer questions 15-21.

The Magic Candle

One day, a young wandered got lost in the wood. Suddenly, he saw a light from an old hut. He knocked on the door, and an old woman opened it. She was crying. She said that a devil had stolen her magic candle. The candle could grand anything she asked. The wandered asked her where the devil lived. "In a castle not far from here", said the woman.

The wandered went to the castle. There he found the devil, but he was old and weak. Therefore, when the wandered grabbed the magic candle from the devil's table and run away, he couldn't chase him. However the wandered was not a kind man. He didn't return the candle to the old woman, but keep it for himself. He lit the candle and made a wish, I want to go far from here. "

Suddenly, a genie appeared and took him to a beautiful palace. There was a party in the palace. The wandered wanted to make some money. So, he lit the candle again and wished some jewelry. He sold them to the quest and was soon making a lot of money. Then a princess came to buy some jewelry but there was nothing left. The wandered fell in love with her and asked her to marry him. The kind princess said yes, and they got married the next day.

In his happiness, the wandered told the princess about his adventure and the magic candle. Hearing that, the princess got very angry. At night, she lit the candle and wished the wandered disappeared. In the morning, the wandered awoke and found himself back in his ugly house in the village.

<http://englishjuniorhighschool.blogspot.com/2012/05/magic-candle.html>

15. What is the story about ?
- The magic candle
 - Princess andventures'
 - The magic wood
 - Jewelry and magic candle
16. What is the main idea in third paragraph ?

- a. A genie appeared and took him to a beautiful palace
 - b. A young wanderer got lost in the wood
 - c. The wanderer went to the castle
 - d. A young wanderer went to in the wood
17. Who stole the magic candle ?
- a. A young man
 - b. Wanderer
 - c. Devil's
 - d. Ghost
18. What happened when the old woman opened the door ?
- a. She was laughing
 - b. She was crying
 - c. She was smiling
 - d. She was playing
19. Why did the Genie want to make some money ?
- a. To take a Magic
 - b. To become a Princess
 - c. To get a Kingdom
 - d. To get Jewelry
20. What did the princess feel after hearing the story from the princess about adventure and the magic candle ?
- a. Very happy
 - b. Very angry
 - c. Very lucky
 - d. Very special
21. He lit the candle again and some jewelry. What is the correct tense that should be filled in the blank word ?
- a. Wished
 - b. Whising
 - c. Wish
 - d. Wish's

Read the following text carefully and answer questions 22-28.

The Little Mermaid

Once upon a time, there was a little Mermaid called Ariel. She was the daughter of Triton, conqueror of the ocean. They lived under the sea. Ariel loved two things: singing and exploring the ocean, including swimming near the surface of the ocean—an activity which her father banned due to the danger of humans finding under-the-sea creatures. But Ariel never really listened to her father, she constantly swam near the surface to see humans and their ships. She adored what humans could do out of the water. She adored their gadgets and that they could walk on the ground. Ariel got envy over humans legs and fantasized over having them on her own instead of her tails.

One day, one of those ships exploded and the ship crews drowned. Ariel tried to save one of them, who happened to be Prince Eric, and she fell in love with him. Since then, Ariel couldn't stop thinking about him and wanted to do anything in her might to be with Eric. Ariel then went to Ursula, the enemy of her father, asking for her help because she really wanted to meet Eric again. Because Ursula hated Triton, she made an evil deal with Ariel: Ariel could get a pair of legs in exchange of her angelic voice. Ariel could keep her legs for a week and lived freely in human world. She could get her voice back, and keep her legs, if Eric loved her back. Ariel were then able to meet Eric but he didn't recognize Ariel. When Ariel saved him from drowning, Eric was unconscious and he didn't even realize that he was saved by a girl, let alone a mermaid. Ariel also couldn't tell him who she was because she was mute.

A week went by with Ariel realizing that she could not get Eric to fall in love with her. What made her even sadder and heartbroken was that apparently Eric already engaged to another girl, a princess from faraway country. Ariel was conflicted as Ursula said if Eric didn't love her, Ariel wouldn't be able to get her voice and her tail back. So Ariel basically couldn't go home either. She could try to jump in the ocean, but Ursula said her binding magic would just turn Ariel to foam and disappear in the ocean.

Upon evaluating her options, Ariel realized that being united with the ocean was the better choice than being in the human world and seeing her love being with someone else. It would be just as torture for her. So Ariel stood on the cliff, closed her eyes and strengthened her heart, she whispered, "I'm sorry, Papa," and jumped to the ocean.

<https://www.sederet.com/tutorial/penjelasan-narrative-text-contoh-narrative-text/>

22. What is the text about ?
- a. The little firefly
 - b. The little mermaid
 - c. the daughter of Triton
 - d. to the danger of humans

23. What is the main idea in the last paragraph ?
- Ariel realized that being united with the ocean was the better choice than being in the human world
 - Ariel were then able to meet Eric but he didn't recognize Ariel
 - Once upon a time, there was a little Mermaid called Ariel
 - Ariel also couldn't tell him who she was because she was mute.
24. Why did Ariel want to swam near to the surface ?
- To walk on the ground
 - To save one of them
 - To see humans and their ships
 - To fall in love with human
25. Where does the little mermaid live ?
- Under the sea
 - On the sea
 - Behind the sea
 - Edge the sea
26. What happen when Ariel tried to save Prince Eric ?
- She adored their gadgets
 - She fell in love with him
 - She could get her voice back
 - She closed her eyes and strenghtened
27. What happen with Ariel in the last of story ?
- They lived under the sea. Ariel loved two things: singing and exploring the ocean, including swimming near the surface of the ocean.
 - Ariel tried to save one of them, who happened to be Prince Eric, and she fell in love with him.
 - Ariel was conflicted as Ursula said if Eric didn't love her, Ariel wouldn't be able to get her voice and her tail back.
 - Ariel realized that being united with the ocean was the better choice than being in the human world and seeing her love being with someone else.
28. Once upon a time, there was a little mermaid Ariel. What is the correct tense the should be field blank word ?
- Call

- b. Called
- c. Calling
- d. Call's

Pinocchio and the Wicked Witch

Once upon a time... In a large pine forest in the country Italy, lonely. He always dreamed about having a child. Every day, he went to cut wood for the city people. One day, an idea illuminated his mind, the idea of crafting a puppet, that he would give the name of Pinocchio. He made the doll and at night, the puppet come to life! One year of happiness and thriller passed, on Sunday morning, Gepetto told Pinocchio: it's my birthday soon, my little boy! I hope you do not forget it! Oh, sure, I'm not! Pinocchio felt awkward.

He did not think about it. Gepettos birthday comes just three days ahead, and he had not prepared a gift. After a long night of reflecting, Pinocchio finally decided to offer a homemade chocolate cake to her as a gift. When the sun rose, Pinocchio was ready to go outside to find the ingredients. The main problem was not even known he was in and the recipe.

So after school, he decided to go ask someone for the ingredients to bake a cake. During his walk, Pinocchio, the wooden puppet, met shamans city. Hey, little boy, do you need help for your chocolate cake? Hum You can help me?, ask Pinocchio. Sure, I could. Follow me! After walking a few minutes so, Pinocchio saw big, big, big huge candy house. They entered together and Pinocchio was caught by a large enclosure. Mouahahaha! I was finally able to catch you! You are mine, you will work for me! , Said the evil witch.

Pinocchio was terrified. When the guards came and took him out of the cage, he immediately ran very fast and he managed to escape. At the same time, the evil wizard , summoned all his troops with him, ran after him and he pulled out his wand. Evil devil changed the little wooden puppet into a chocolate cake! When he returned home, he told the whole story to his father and they went to find a fairy god . After a long journey, they finally found the fairy god and they had a magic potion for Pinocchio, Pinocchio to treat the poor.

<https://fujianto21-chikafe.blogspot.com/2015/02/7-contoh-singkat-narative-text-pendek.html>

29. What is the topic about ?
- a. Gapettos birthday
 - b. Pinocchio And the wicked witch
 - c. The puppet
 - d. Large pine forrest in the country
30. What is the main idea in paragraph two ?

- a. When the guards came and took him out of the cage, he immediately...
 - b. In a large pine forest in the country Italy, lonely
 - c. Pinocchio saw big, big, big huge candy house
 - d. Gepettos birthday comes just three days ahead
31. How many days grapettos birthday will be come ?
- a. Four days
 - b. three days
 - c. Five days
 - d. Six days
32. Where did the story above happened ?
- a. In the large country italy
 - b. Surabaya
 - c. Yogyakarta
 - d. Large pine forrest
33. Who caught Pinocchio ?
- a. Eviil witch
 - b. Grapettos
 - c. His son
 - d. His friend
34. When evil devil changed the little wooden puppet into a chocolate cake ?
- a. In the morning
 - b. In the afternoon
 - c. When he return at home
 - d. When he back the jungle
35. Pinocchio was when the guards came and too him out of the cage. What is the correct tense the should be field blank word ?
- a. Terrifying
 - b. Terrifically
 - c. Terrified
 - d. Terrify



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No. 11.12/ST-P/LP3M-UMMY/XI-2020

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

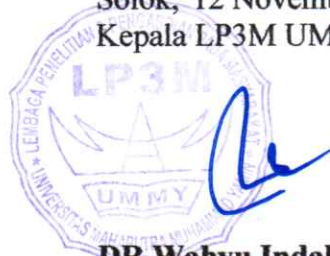
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Untuk melaksanakan kegiatan Penelitian dengan judul **“The Effect of Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy toward Students’ Reading Comprehension on Narrative Texts”**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 12 November 2020

Kepala LP3M UMMY



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