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**USULAN PROPOSAL
PENELITIAN**



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

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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 is 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 is 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 will be used in this research is quasi experimental research with pre - test and post – test design. The population of this research will be the eleventh grade science students of SMA 4 Solok 2019/2020 academic year which total number of students is 60. The samples was chosen by using purposive sampling technique.

Kata kunci maksimal 5 kata

PQ4R Strategy; Reading Comprehension; Narrative Text

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 use media in teaching reading comprehension. The teacher did not use media because the teacher thinks teaching using media was a bother and needs preparation, especially if teaching using electronic media such as computer and internet. The teacher was also not able to use a computer and internet.

Second, when delivering the material, the teacher only gave a text and asked the students to interpret the text and answer 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 make it more attractive to students.

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

In learning activity, students learned in groups and were given the opportunity to be more active in learning activities, but this strategy was not successful because only the smart students in each group did the activity and other students in each group were 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 is interested to use PQ4R in the teaching reading narrative text. PQ4R is a systematic strategy consisting of several steps, they were Preview, Question, Read, Reflect, Recite and Review. Each step functions 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 thorough.

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 Science 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 is 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 is 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. Is 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 are 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 pengusul 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 chose because in educational world, the sample has been form in intact group naturally. So, it is not always possible to chose 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 narative 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 administrated to the students to find out whether there was positive effect in experiment 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 Deign

Sample	Pre-test	Treatment	Post-test
Experimental Class	Se ₁	X	Sc ₁
Control Class	Se ₁	O	Sc ₂

Notes:

Se₁ = Students' reading comprehension of experimental group in pre-test.

Se₂ = Students' reading comprehension of control group in pre-test

Sc₁ = Students' reading comprehension of experimental group in post-test

Sc₂ = Students' reading comprehension of control group in post-test

X = Treatment by using PQ4R strategy

O = Treatment bg 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.

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.

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.

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:

$$r\pi = \left(\frac{K}{K-1}\right) \left[1 - \frac{M(K-M)}{kVt}\right]$$

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

$$V_{\text{Where:}} = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

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.

E. Technique of Data Collection

The data of this research will 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 is purpose 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:

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

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

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

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksanaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

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