

**TEACHING READING COMPREHENSION BY USING PQ4R
STRATEGY AT SENIOR HIGH SCHOOL STUDENTS**

PAPER

Submitted as a Partial Fulfillment of the Requirement

For Strata One (S1) Degree



By:

Reni Astuti

86683/2007

Advisor:

Yuli Tiarina, M.Pd

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ARTS
STATE UNIVERSITY OF PADANG**

2012

HALAMAN PERSETUJUAN MAKALAH

Judul : Teaching Reading Comprehension by Using PQ4R
Strategy at Senior High School Students
Nama : Reni Astuti
TM/NIM : 2007/ 86683
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 10 Januari 2012

Di ketahui oleh:

Disetujui oleh :

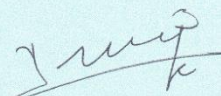
Ketua Jurusan,

Pembimbing,



Dr. Kurnia Ningsih, M.A

NIP: 19540626 198203 2 001



Yuli Tiarina, M.Pd

NIP: 19770720200212 2 002

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan Lulus Setelah Mempertahankan Makalah Di Depan Tim Penguji
Program Studi Pendidikan Bahasa dan Sastra Inggris
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang

TEACHING READING COMPREHENSION BY USING PQ4R STRATEGY AT SENIOR HIGH SCHOOL STUDENTS

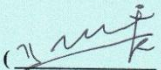
Nama : Reni Astuti
NIM/ BP : 86683/2007
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 10 Januari 2012

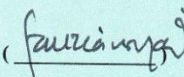
Tim Penguji

Tanda Tangan

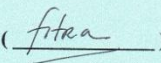
1. Ketua : Yuli Tiarina, S.Pd., M.Pd.

()

2. Anggota : Dra. An Fauzia Rozani Sy, M.A.

()

3. Anggota : Fitrawati, S.S., M.Pd

()

ABSTRAK

Reni Astuti. 2011. *Teaching Reading Comprehension by Using PQ4R at Senior High School Students*. Paper. English Department, FBS UNP. Padang.

Makalah ini mendeskripsikan bagaimana pengajaran pemahaman membaca untuk Sekolah Menengah Atas (SMA) melalui strategi *PQ4R* yaitu *Preview Question, Read, Reflect, Recite, and Review*. *PQ4R* merupakan salah satu cara yang aktif dalam meningkatkan kemampuan membaca siswa. Strategi ini bertujuan untuk membantu siswa mengingat apa yang mereka baca serta menciptakan lingkungan belajar yang aktif dan melibatkan segala keaktifan siswa.

Ada tiga tahapan dalam proses pembelajaran yaitu, *pre-teaching*, *whilst-teaching* dan *post-teaching*. *PQ4R* ini diaplikasikan pada *whilst-teaching*. Kegiatan yang dilakukan di antaranya: *Preview* yaitu siswa membaca selintas dengan cepat, *Question* yaitu siswa bertanya atau membuat pertanyaan sendiri, *Read* yaitu siswa melakukan kegiatan membaca bagian inti, *Reflect* adalah refleksi, siswa merefleksi bacaan dengan menghubungkannya dengan hal yang mereka ketahui sebelumnya, *Recite* merupakan tanya jawab sendiri yaitu siswa menjawab pertanyaan-pertanyaan berdasarkan apa yang telah dibaca, dan *Review* adalah siswa mengulang secara menyeluruh dan membuat kesimpulan. Oleh karena itu, dengan membaca selintas dengan cepat, bertanya, membaca lagi, merefleksi, bertanya dan menjawab sendiri (mencari jawaban) dan mengulang secara menyeluruh, maka proses pembelajaran tidak monoton dan membosankan karena ada pergantian tahap demi tahap yang harus dilakukan oleh siswa dan dibimbing oleh guru.

ACKNOWLEDGEMENTS

“Alhamdulillahirabbil’alamin”. All the praises and thanks are for Allah SWT, the almighty who has given me chance, strength and knowledge in finishing this paper entitled “ Teaching Rading Comprehension by Using PQ4R at Senior High School”. I also express my gratitude to the prophet Muhammad SAW the greatest leader for human being.

I would like to dedicate my sincere gratitude and appreciation to my advisor Mrs. Yuli Tiarina, M.Pd who have given me time, guidance, valuable advice and support from the beginning to the end of writing this paper. The appreciation are also due to the examiners Mrs. Dra. An Fauzia Rozani Syafei, M.A and Mrs. Fitrawati, S.Pd, M.Pd for their suggestions and comments. Then I would like to express my deep gratitude to the chairman of English Department Mrs Dr. Kurnia Ningsih, M.A and the secretary Mrs. Dra. An Fauzia Rozani Syafei, M.A and also to all the lecturers of English Department who taught me during her study in this department.

Above all, I would like to dedicate my thanks to my beloved parents: Papa H. Maswar, S.Pd and Mama Hj. Fatmawati, S.Pd, my brothers Asdi Marta, S.H and Edwardo, S.T and sister Nina Fatma, S.T. Furthermore, I would like to thanks the person who always shares valuable time to support me in finishing my paper, Hamdani, S.Kom. And all of my big family members who have always given their meaningful love, prayers, supports, advices, sacrifices, hopes, care and understanding of her in finishing this study and also all who have participated in

giving spirit and motivation to me that cannot be mentioned one by one. Thanks for everything.

Padang, January 10th 2012

Reni Astuti

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iv
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	4
D. The Formulation of the Problem	4
E. The Purpose of the Paper	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Nature of Reading Comprehension.....	5
B. Teaching Reading at Senior High School	8
C. The Nature of Recount Text.....	10
D. The Nature of PQ4R Strategy	11
E. Teaching Reading Comprehension through PQ4R at Senior High School.....	13
CHAPTER III DISCUSSION	
A. Preparation for applying PQ4R Strategy at Senior High School ...	16
B. Teaching Model	16
C. The advantages of PQ4R Strategy	21
CHAPTER IV CONCLUSION	
A. Conclusion	23

B. Suggestion.....	24
BIBLIOGRAPHY	25
APPENDIX	27

CHAPTER I

INTRODUCTION

A. Background of The Problem

Teaching English in Indonesia is managed by curriculum. According to Competence-Based curriculum which has been implemented since 2004 and modified in 2006 , called as School-Based Curriculum, teaching English at Senior High School has emphasized on mastering the four language skills. One of them is reading skill. Reading is one of English basic skills that are important besides listening, speaking and writing. In this case, reading skill is used to find out some information from the written text.

Finding out information from the texts is considered important for the students. The information will not only broaden students' knowledge but also their skill. That information can be taken from libraries, internet and other sources. Besides, many people do not realize that reading is done in many aspects of human life. Everyday people need to read announcement, advertisement, sign, instructions to use things and many others. Therefore, Reading plays an important role in human's life.

Basically the purpose of learning to read is to comprehend what is read. Reading comprehension is defined as the level of understanding of a passage or text. In teaching reading, the teacher should make students comprehend the text which is related to genre. Genre consist of short functional texts and monolog texts. In comprehending the text, the students should be able to identify the

information such as the topic, main idea, references, inferences, social function, generic structure, and grammatical features.

The ability to identify information from the text is crucial for the students since it enables them to comprehend the textbooks and other reference written in English. However, the students still get difficulties in comprehending the text. Based on the writer's experience in teaching practice at SMAN 1 Lubuk Sikaping, there were three problems faced by the students in comprehending the text. First, the students had lack of vocabulary and low ability in using grammar. Many students were unfamiliar with the new word and they did not have skill to guess or figure out the meaning of certain words in the text. Second, Students are lack of background knowledge about the topic. It means that the topic that is given by the teacher was unfamiliar or inappropriate by the students so they can not activate their background knowledge by relating them to the topic. Thus, the students might get difficulties in comprehending the text. The last was the teacher's role. Teaching and learning strategy used by the teacher in that school was still a conventional way. It was common for teacher only to give students some texts and asked them to answer some questions. Finally, the teachers discussed the student's answer in order to get the correct answer.

The tree problems mentioned above needed to be solved. Solving these problems depends a lot on the teacher as main actor in teaching learning process. Teacher's ability to select and use materials, technique and media affected the students' achievement. He/she must be able to select or organize the technique,

material and media that are effective for students to avoid boredom. As a result, students will get extensive and enjoyable practice.

There are many ways to deal with the problems. One of those ways is PQ4R (Preview, Question, Read, Reflect, Recite, and Review). PQ4R is a strategy in teaching reading to overcome students' problem in comprehending the text. This strategy will help individuals focus on organizing information and making it meaningful about what she or he has read by asking them applying a series of stages: preview, question, read, reflect, recite and review. The stages of these strategies are connected each other. It is assumed that it can increase students' motivation, activate their background knowledge and remember the important point from the text. In addition, It is also hoped that students' problem in reading comprehension could be solved and they can absorb the message and idea given by the writer through the printed text.

B. Identification of The Problem

Based on the background of the problem above, there are many factors that affect students' ability in comprehending the text. They were internal factors and external factors. Internal factors are from the students themselves. They have limited vocabulary, grammar and low motivation. If the students do not understand about the words, it is hard for them to combine the sentence in the correct grammar. It means that it is difficult for them to catch the main point in the text and makes them feel bored in class

External factors come from the outside of the students; it comes from the teacher and the material. Teacher as the main role player in teaching and learning

process is a person that is most influential in classroom because his/her role is very important. If the teacher has poor learning facility and the type of activities given are monotonously, it will make the students not interested in learning process. It means he/she uses nearly the same strategy all over the meetings without providing students with new strategies or activity that can attract students' attention and motivate them to follow the lesson. Furthermore, some reading materials or text books seem inappropriate and uninteresting for the students. If the materials are not relevant to the students, it will be hard for them to understand the text.

C. Limitation of The Problem

Based on the identification of the problem above, the writer will focus this paper on teacher's strategy in teaching reading. The teacher's strategies are dealing with the way a teacher implements reading skill in teaching reading comprehension by using PQ4R (Preview, Question, Read, Reflect, Recite and Review) strategy on recount text .

D. The Formulation of The Problem

Based on limitation of the problem above, the problem is formulated as follow: How does the teacher use PQ4R in teaching reading comprehension at Senior High school?

E. The Purpose of the Paper

The purpose of this paper is to show how to use PQ4R strategy and its implementation in teaching reading at senior high school.