

PQ4R Strategy In Eleventh Grade Students' Reading Comprehension Achievement on SMA Darul 'Ulum 1 Jombang

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Abstrak

Pemahaman membaca merupakan elemen penting bagi siswa dalam kemampuan berbahasa Inggris. Beberapa faktor yang mempengaruhi kemampuan membaca, salah satunya adalah strategi membaca. Peneliti menggunakan *preview, question, read, reflect, recite, review* (PQ4R) yang membuat siswa lebih mudah untuk memahami teks eksposisi analitis. Demikian, penelitian ini bertujuan untuk mengetahui apakah kemampuan membaca kelompok siswa yang diajar menggunakan PQ4R sebagai strategi membaca berbeda secara signifikan. Penelitian ini merupakan penelitian benar-eksperimen menggunakan sampel acak. Subjek dalam penelitian ini adalah siswa kelas 11 IPA SMA Darul 'Ulum 1 Peterongan Jombang. Pretest dan posttest digunakan untuk mengukur signifikan beda dari kelas sampel. Setelah data dikumpulkan dan dianalisis secara statistik dengan menggunakan SPSS 20. Hasil penelitian menunjukkan bahwa PQ4R sebagai strategi menunjukkan ada perbedaan yang signifikan dalam kemampuan membaca pemahaman siswa dalam kelas Eksperimen Nilai rata-rata XI - IPA 8 sebagai kelas eksperimen mendapat 78,64 (SD = 7.210) lebih tinggi daripada XI - IPA 6 sebagai kelas dikendalikan mendapat 73,94 (SD = 9.500). Selanjutnya, hasil nilai p dalam sampel t-test independen menunjukkan bahwa ada perbedaan yang signifikan antara kedua kelompok dengan nilai sig (p value) adalah 0,027 yang lebih rendah dari 0,05. Perhitungan pada eta squared adalah 0,07 yang memiliki makna bahwa pelaksanaan strategi membaca PQ4R memberikan efek moderat untuk peningkatan kemampuan membaca pemahaman siswa.

Kata Kunci: *kemampuan memahami bacaan, strategi membaca PQ4R, teks eksposisi analitis.*

Abstract

Reading comprehension skill is the most important English skills that students need to be mastered. However, students get difficulty in reading because of several factors. In this study researcher used *preview, question, read, reflect, recite, review* (PQ4R) reading strategy which makes students easier to comprehend analytical exposition text. Hence, the researcher conducts this study in order to know significant different of students' reading scores by implementing PQ4R reading strategy. The experimental study used pretest-posttest group design which are chosen by randomized sampling is implemented to conduct the study. The subjects are students of 11th grade in Science major of SMA Darul 'Ulum 1 Peterongan Jombang. There were pretest and posttest which aims to find out the significant difference after implementing the PQ4R Strategy as the treatment of the study to the experimental class. After the data has been gained, the researcher analysed the data statistically using SPSS 20. The result showed experimental class has the higher mean scores 78,64 (SD = 7,210) than controlled class. XI – IPA 8 73,94 (SD = 9.500). Moreover, the result of Independent sample t-test shows that there is a significant difference between the two groups by the indication of sig value (p value) is 0.027 which is lower than 0.05. The eta squared result is 0.07 which has meaning that the implementation of the treatment gives moderate effect to the improvement of the students' reading comprehension ability.

Keywords: *reading comprehension skill, PQ4R reading strategy, analytical exposition text.*

INTRODUCTION

Reading is one of four language skills that should be mastered by language learner in learning English: speaking, writing, reading and speaking. The one of more influential skill that gives more effect is reading. Since, it gives more effect through meaning of words, sentence structure, and purpose and main idea of the text or book. The reader needs to adjust new information in the text implicitly, and recognize what is shared among most reader. In deep comprehension of the text requires the

construction of referent of nouns, discourse focus, plot, theme, story point, genre, and plausible inferences, sometime the purpose of the author. The ability to comprehend the text from reading materials is important for the students who learn foreign language because it contributes the development of the students' competencies. It is strengthened by the statement of Krashen and Terrell (2000: 131) who state that reading is a source of comprehensible input and it contributes significantly to competence in a second language. So that, reading needs to be mastered because it requires the

cognitive process and integrated skill for students as language learner.

In the curriculum, of Indonesia's Ministry of Education, has been regulated that students are required to master English through four skills, one of them is reading. The students will be taught reading in various kinds of English texts, and they will be concerned on the meaning of words, text and sentence structures, and also plausible inferences as the component of reading skill to comprehend the text. Beside, based on the preliminary study which is conducted by researcher many students have problem in understanding English text. It showed as the students have lack knowledge of vocabularies, difficult to relate the text with their background knowledge, and lack interest in reading the texts (Harmer, 2004). Furthermore, it is found that students have problem to understand English texts and they faced some difficulties such as when students representing the writer ideas, looking for detailed information, and translating the meaning of the text. Another factor of students' difficulties is the teacher conducts reading activity monotonously and it affected to the students' motivation to read the text with same method. Mostly teachers do not implement any special strategy for teaching reading (Manalu and Bachtiar, 2014). As a consequence, it makes students get the difficulties to understand the text and lack of motivation to read without any strategy. Those are showed that students need a strategy to makes them more motivated to comprehend the text.

Reading strategy is a step or pathway which may help the students to understand the material they have learnt. McNamara (2009) adds strategies provide the means to cover problems in more efficient ways and, with practice, the strategies lead to skills that become automatic and quick over time. It is impossible to understand when they have no strategy to help students to comprehend a text. Moreover, strategy instruction is particularly needed and effective for those students who are struggling most, namely those with less domain knowledge or lower reading skills (McNamara, 2007) and also in National education association Sweet and Kapinus (2000) claim that when planning instruction, teachers must make provisions in daily lessons for factors such as students' motivation to read, for example from reading strategy that can help the students to enhance their motivation to read.

In this study, reading strategies can help students to comprehend the text is PQ4R strategy. PQ4R is the acronym for preview, question, read, reflect, recite, and review. This strategy is related to work of educational psychologist Francis by Thomas and Robinson, 1972 (Rathus, 2012). According to Logsdon (2007) PQ4R is a

strategy that helps students focus on organizing information in their minds and make it meaningful.

This strategy can be adapted for students of all ages. Hayes (1992: 48) maintains that PQ4R strategy can be applied for high school and college classes to make substantial use of textual materials and it can be used with individual students, small groups, and whole classes. Furthermore, he affirms that using PQ4R stimulates students to gain experience with a strategy that they can apply when study on their own. Moreover, it leads to a more active learning environment, and deeper processing of information. During the application PQ4R researcher gave steps which can help the students in understanding the main point of the text through the title, body of paragraphs and they can conclude accurately. It constitutes an analytical reading procedure to lead the students through the study of texts systematically (Hayes: 1992). It is useful for students to comprehending what they read but also to help teaching and learning related to students' reading comprehension. It improved students' reading test scores in comprehension ability in answer questions and acquire information of reading materials given (Yulianti et al, 2013). Therefore, the researcher used PQ4R that has been designed and developed by Thomas and Robinson as the strategy to build a new knowledge of the students through reading.

The researcher implemented PQ4R strategy to students of senior high school to eleventh grade students using one of the texts in 2013 curriculum that is the Analytical Exposition text. In analytical exposition text provides the information that should be completed with the evidences, facts and statistics to support the idea of the text, so the students need to understand main idea, characteristic of the text, the detail explicit information, etc. To reach the goal, PQ4R strategy is seems to be an appropriate strategy to help students find all components of the analytical exposition text.

Therefore, the researcher necessarily conduct the research to see the enhancement of students reading test score by comprehending analytical exposition text by implementing PQ4R as reading strategy to eleventh grade high-school students by developed into research question. The research question that need to be answered in this study is: *Is there any significant difference in reading test scores between students who are taught reading analytical exposition text by using PQ4R reading strategy and who are taught reading analytical exposition text without using PQ4R strategy?*

This study used two kinds of hypotheses that become an indication of the success of implementing *PQ4R reading strategy* to enhance students' reading comprehension in reading analytical exposition text. The hypotheses are:

✎ Alternate hypothesis (H_a)

There is significant difference of reading test score of the students who were taught reading analytical exposition text using PQ4R strategy and those who are taught reading analytical exposition text without using it.

✎ Null hypothesis (H_0)

There is no significant difference of reading test score of the students who were taught reading analytical exposition text using PQ4R strategy and those who are taught reading analytical exposition text without using it.

RESEARCH METHOD

In this study the researcher used true experimental research which is randomized experimental and control group, pre-test and post-test design, in which randomization was used in conducting the research. According to Cohen (2007:276) randomization ensures the greater likelihood of equivalence between the samples of the study such as experimental and control groups of any other features or characteristics of the subjects which might credibly affects the experimental variables in which the researcher was concerned. The sample blind randomly selected before administered pre-test (RO) before the treatment in order to take randomized samples. After the samples Experimental and Control groups have taken, the implementation of PQ4R as reading strategy in Analytical Exposition text (X) was implemented to the experimental class. After that, both groups were administered the post-test (O). Then, the results of post-test from experimental group was expected to be increased in order to prove that the implementation of PQ4R can improve the students' reading comprehension and to find out whether there is significant result of students' reading comprehension when PQ4R strategy has implemented to the sample of the study in reading Analytical Exposition text.

In this study, the researcher chose the eleventh grade of IPA major of SMA Darul 'ulum 1 Jombang students as the population in which all of the eleventh students were 272 students that was divided into 8 classes. Further, the researcher chooses the sample by drawing the lottery to randomly select the sample. Then found two classes that consist of 66 students as the sample, those are XI IPA 8 as the experimental class and XI IPA 6 as the controlled class.

The data of this research was obtained by reading comprehensive test of the multiple-choice scores in the pre-test and post-test of both controlled and experimental group. As the data of this study, the results of pre-test and post-test between two groups determined whether the

treatment was successful to be applied or not to the students of eleventh grade of SMA Darul 'ulum 1 Jombang.

Before conducting pre-test and post-test, the researcher conducted try out test to XI IPA 1 in order to check the validity, reliability, difficulty level, and discriminating power of test items of the research instrument.

▪ Tryout Test

Try out test was conducted on 5th February, 2018 to XI IPA-1 which contained of 31 students. The try out test was used as measurement's field in validity and reliability of the test. It was a fundamental for this research since the quality of the test should be measured. Based on the result of try out test, there was showed the appropriateness of the test and showed not suitable items, then, the researcher also used some revisions of the test items which were not suitable.

This following tables are the results of validity and reliability of test items:

a. Validity

Each question item was valid if sig (2 tailed) was higher than $r_{\text{tabel}}(0,3550)$. The following table was the results of validity measurement:

Table 1 The Validity of the test items (1)

Items Number	R_{xy}	R Table (5%)	Result
1	0.354	0.3550	Not Valid
2	0.366	0.3550	Valid
3	0.463	0.3550	Valid
4	0.490	0.3550	Valid
5	0.323	0.3550	Not Valid
6	0.594	0.3550	Valid
7	0.222	0.3550	Not Valid
8	0.328	0.3550	Not Valid
9	0.286	0.3550	Not Valid
10	0.214	0.3550	Not Valid
11	0.374	0.3550	Valid
12	0.211	0.3550	Not Valid
13	0.460	0.3550	Valid
14	0.509	0.3550	Valid
15	0.201	0.3550	Not Valid
16	0.237	0.3550	Not Valid
17	0.815	0.3550	Valid
18	0.357	0.3550	Valid
19	0.526	0.3550	Valid
20	0.366	0.3550	Valid

From the table of the validity test item calculation through SPSS (see **Table 1**), it showed that from 20 questions there were 11 questions were valid and 9 questions (1, 5, 7, 8, 9, 10, 12, 15, and 16) were not valid in which most of the calculation of Rxy value among those questions was less than 0.3550 as the Rtable value. Meanwhile, those questions which were not valid were needed to be slightly replaced. Based on number of not valid test items, encouraged the researcher chose to change the questions and the optional answer of each not valid test item but keep the same texts of it. The researcher changed the questions in order to revise the distraction quality of optional answer of each question item. Besides, the researcher keep the valid test items without changed any of it. Afterwards, the researcher conducted the second try out of test items on 12th February, 2018 to the same class in order to recalculate and make sure the validity of the test items. The following table was the results of validity (see **Table 2**).

Table 2 The Validity of the test items (2)

Items Number	Rxy	R Table (5%)	Result
1	0.520	0.3550	Valid
2	0.598	0.3550	Valid
3	0.689	0.3550	Valid
4	0.475	0.3550	Valid
5	0.439	0.3550	Valid
6	0.707	0.3550	Valid
7	0.598	0.3550	Valid
8	0.578	0.3550	Valid
9	0.410	0.3550	Valid
10	0.439	0.3550	Valid
11	0.410	0.3550	Valid
12	0.707	0.3550	Valid
13	0.598	0.3550	Valid
14	0.578	0.3550	Valid
15	0.475	0.3550	Valid
16	0.604	0.3550	Valid
17	0.689	0.3550	Valid
18	0.439	0.3550	Valid
19	0.604	0.3550	Valid
20	0.520	0.3550	Valid

This table 2 showed that those 20 questions were valid in which each of test item has the Rxy value higher than 0.3550 (R table value).

b. Reliability

The reliability test was conducted after 20 test items were valid on second try out scores. In the reliability test of the test items, the researcher continued to test 20 test items of the instrument on reliability test through SPSS 20 by using Cronbach's alpha.

Table 3 The Reliability of the test

Reliability Statistics	
Cronbach's Alpha	N of items
.880	20

From the table above, it was found that the test was reliable. The 20 question items have the Cronbach's alpha score 0.880. From that result which can be compared to the reliability scale which proposed by Cohen (2007) when the results showed higher than .80 means that it was highly reliable.

From the result of try out test, there was found that the research instrument has valid and reliable means that the instrument was ready to use in pre-test and post-test in case to measure students' reading comprehension ability in reading analytical exposition text by using PQ4R strategy. After the validity and reliability of instrument has been tested, then the researcher conducted pre-test, the treatment of PQ4R reading strategy in reading analytical exposition text and post test to the samples.

The data of the study analysed quantitatively. The post-test and pre-test scores measured to see the effectiveness of the experimental treatments by using Paired Sample T-test through SPSS 20.0. The steps are as follows:

1. Calculating the significant difference of pre-test and post test scores of the group.
 - a. Determining mean using SPSS 20
 - b. Determining standard deviation using SPSS 20
2. Calculating the level of significance (t-value) by using Independent sample T-test in SPSS 20. It will be employed to see the significance difference in reading comprehension achievement of analytical exposition texts of the group before and after the implementation of PQ4R strategy as the reading strategy to improve the students' comprehension. After the results of the sig two tailed have come out, then researcher compared it with the hypothesis.
3. Calculating the eta squared. In order to measure how big is the impact of the treatments to the development of students' reading comprehension. Afterwards, the results of the calculation could be interpreted using the values interpretation of effect size. The guidelines

proposed by Cohen (1988:234-7) for interpreting this value are:

.01	=	Small effect
.06	=	Moderate effect
.14	=	Large effect

Equal varian ces assum es	,0 48	,8 2 7	-,051 64	,959	- ,152	2,9 69	- 6, 08 2	5, 77 9	
Equal varian ces not assum es			- ,0 51	63,7 38	,959	- ,152	2,9 69	- 6, 08 2	5, 77 9

RESULTS AND DISCUSSION

1. The Results of Pre Test

The researcher conducted pre-test on 18th February, 2018 to XI- IPA8 as the experimental and XI – IPA 6 as controlled class. The students were requested to answer 20 reading comprehension questions' in the form of multiple choice about analytical exposition text. The results of pre-test are used to know the equality of the students' reading ability of understanding analytical text. The table below was the result of pre-test scores:

Table 4 Mean scores of pre-test between experimental and controlled groups

Descriptive Statistics					
PRE TEST	N	Min	Max	Mean	Std. Deviation
XI IPA 8 (E)	33	30	80	57,73	11,665
XI IPA 6 (C)	33	30	85	57,88	12,439
Valid N (listwise)	33				

From the table above, it demonstrates that the mean score of XI IPA 6 which is classified as control group in pre-test was 57,88 (SD = 12,439) and the mean score of XI IPA 8 which is classified as experimental group in pre-test was 57,73 (SD = 11,665). Thus, it can be concluded that between XI IPA 8 and XI IPA 6 groups were equal at the start of the study.

In order to make sure that there is no significance difference between them, the research measured the pre test scores using Independent Sample T – test analysis. The following is the results of the Independent Sample T-test calculation:

Table 5 Independent Sample T – test of the Pre test Scores between the two groups

Independent Samples Test								
	Levene's Test for Equality of Variance		t-test for Equality of Means					
	F	Sig.	T	DF	Sig. (2-tailed)	Mean Difference	Std. error difference	95% Confidence interval of the Difference
								Lower Upper

From the table above, it shows that the sig value (p value) is 0.959 in which the value is higher than 0.05, it means that there is no significance difference between the two groups (Pallant, 2010). Hence, it can be concluded that both group have the equal ability in ready especially reading analytical text.

After the researcher recognized that both groups had the equivalence-ability in comprehending the texts, the researcher began teaching learning process of comprehending analytical exposition texts. The experimental group, class XI-IPA 8, was taught by using analytical exposition text articles which supported by PQ4R strategy as a reading strategy to comprehend analytical exposition texts. Meanwhile, the controlled group was, class XI-IPA 6, was taught analytical exposition text by using scientific approach as the teacher usually conducted.

2. Treatment of PQ4R reading strategy of Analytical Exposition text

In this study, the researcher conducted treatment of PQ4R reading strategy to Experimental group in two meetings and used analytical exposition text as reading material during conducting treatment. During the implementation of PQ4R strategy, the researcher was a teacher in teaching learning process on experimental group. The description of the implementation explained as follows:

Table 6 Implementation of PQ4R reading strategy

Implementation of PQ4R reading strategy	Activities	Aspects of microskill
Preview	Teacher gave students an Analytical Exposition text and asks them to skim the text to find topic, information and structure. Students slightly understand about the topic discussed in analytical exposition text.	Retain chunks of language of different lengths in short-term memory.
Question	Based on the	

	teacher's instruction, the students should either find questions before reading the text, or create their own questions. Students asked questions about the information in the text.	
Read	Teacher instructs their student to read the text thoroughly. Students read the text thoroughly and try to understand words, nouns and the information stated in the body of text.	Understand the information and recognize words, sentences, and text's structure.
Reflect	Teachers asked their students to give their opinion of the topic in the text. Students linked the topic in the text to their own understanding based on the stated information.	Retaining chunks of language of different lengths in short-term memory.
Recite	Teacher asked students to take a note based on the points discussed on the text. Students noted the difficult words, information, and main idea.	Recognize grammatical word clauses (nouns, verbs), system, tense, and agreement.
Review	Teacher asked students to answer question of the text. Students answer the questions given based on the text given.	Process writing at an efficient rate of speed to suit the purpose.

In order to measure whether the students' reading comprehension have increased or not, the researcher conducted a post-test.

3. The Results of Post Test

The researcher directed post-test on 5th March, 2018. The post test was led after the experimental treatments were implemented. The same as pre-test, the students were enquired to fulfil the 20 comprehension questions' of analytical exposition texts in the form of multiple choice. The post test was

used to see whether there is implication difference in the students' reading test scores between experimental and controlled groups. The subsequent was the results of mean scores between both groups:

Table 7 Mean scores of post-test between experimental and controlled groups

POST TEST	N	Min	Max	Mean	Std. Deviation
EXPERIMENT	33	65	95	78,64	7,210
CONTROL	33	60	90	73,94	9,500
Valid N (listwise)	33				

From the table above, it defines that the mean score of controlled group in post-test was 73,94 (SD = 9.500) and the mean score of experimental group in post-test was 78,64 (SD = 7,210). The mean scores of experimental group were higher than controlled group. Therefore, it was confirmed by the calculation of Independent Sample t-test below, to make sure that there is substantial difference in the reading test scores between the two groups. The result was:

Table 8 Independent Sample T-test of Post test Scores between experimental and controlled groups

Independent Samples Test								
	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	T	DF	Sig. (2-tailed)	Mean Difference	Std. error difference	95% Confidence interval of the Difference Lower Upper
Equal variances assumed	2,719	,104	2,262	64	,027	4,697	2,076	,550 8,844
Equal variances not assumed			2,262	59,682	,027	4,697	2,076	,544 8,850

From the table above, it shows that the sig value (p value) is 0.027 in which the value is lower than 0.05, it means that there is significance difference between the two groups (Pallant, 2010). Hence, it can be concluded that experimental group differs

significantly from controlled group. After the researcher knew that both groups differ significantly, then, the researcher calculated the eta square in order to determine the comparison result of the treatment of the implementation of PQ4R Strategy in understanding analytical exposition texts in the experimental class.

4. The Result of Eta Squared Calculation

In order to regulate how far the treatment that is the implementation of PQ4R Strategy in understanding analytical texts, the eta squared was employed. The Independent Sample T-test's data would be calculated using Eta squared which was formed as:

$$\text{Eta squared} = \frac{t^2}{t^2 + (N_1 + N_2 - 2)}$$

Table 9 Eta Squared Calculation

$$\begin{aligned} \text{Eta Squared} &= \frac{2.262^2}{2.262^2 + (33 + 33 - 2)} = \frac{5.116644}{5.116644 + (64)} \\ &= \frac{5.116644}{69.116644} = \mathbf{0.0740291152} \end{aligned}$$

The result of the calculation would be compared to the size's effect proposed by Pallant (2010), that are:

.01 = small effect

.06 = moderate effect

.14 = large effect

Based on the eta squared calculation above, the result of eta squared value was 0.07. It could be established that the treatment gave modest effect towards the students' reading ability in the experimental group.

5. Hypothesis testing

Hypothesis gave strong relation between independent variable that was the use of PQ4R strategy and the students' reading test scores as the dependent variable. In result of hypothesis testing, the researcher tested the null hypothesis by using Independent Sample T-test and Eta Squared calculation. The results showed that the significance probability value (sig) was .027 which was lower than .05 and the effect size of the treatment was 0.07.

In short, the null hypothesis that stated "there is no significance difference in the students' reading test scores between students who are taught by using PQ4R reading strategy in reading analytical

exposition text as reading strategy and those who are taught without using it" was rejected, and the alternate hypothesis was accepted. Moreover, the intervention of the treatment gave moderate effect to the improvement of students' comprehension ability.

DISCUSSION

The instrument used in this study was reading comprehension test of the multiple choice scores of both controlled and experimental group. It was applied in four different times that were beforehand the teaching learning process of PQ4R reading strategy of analytical exposition texts began and afterward the teaching learning process of PQ4R reading strategy of analytical exposition texts was conducted. The pre-test was directed to the population on 18th February, 2018.

The researcher established two classes that were equal. Those were XI-IPA 6 that had mean scores 57.88 and the mean scores of XI-IPA 8 was 57.73 (see **Table 4**). After the researcher knew the equivalence of the students' comprehension ability, the treatments were implemented. The treatments were applied in two meetings. They were done on 19th February, 2018 and 26th February, 2018.

In the first meeting 19th February 2018, both groups got problems in understanding analytical exposition texts. It mostly triggered by the lack knowledge of vocabularies and the lack of reading strategies used by the students in order to get the information in reading text fully. Reading strategy is the chained of phases that readers do during understanding a text or passage, and this may help them easily build their thought based on the points of the passage (McNamara, 2009:34). Hence, the researcher used PQ4R reading strategy to help the students to read and get the information in reading fully. This reading strategy also helps to increase the students' comprehension namely in understanding analytical exposition texts.

The students in controlled group were taught to comprehend analytical exposition texts through giving tasks. They were tested to read aloud the text from their analytical exposition texts and to answer the questions related to the text. The students in controlled group were explained analytical exposition text in contextual way. Then, they attempted to comprehend the text and did small discussion with their table-mate and answered the task. However just few of the students can answer the task correctly based on the texts. Meanwhile, the students in experimental group were taught to comprehend analytical exposition texts by using analytical exposition articles including the tasks and helped by PQ4R reading strategy. The students in experimental group worked in

group of table-mate to discover the core idea, general information, and some difficult words from the text. In this session, the researcher explained more about comprehending the text by doing PQ4R strategy. They more focus and become faster in looking for the information infer from the text. After they worked in group, they showed their worked in front of the class and substituted opinions with other friends. The students were focused on the reading tasks through reflection some parts of reading, so that, the students could get the idea from the text fully.

In the second meeting 26th February 2018, the controlled group and experimental group still learnt about analytical exposition texts. However, the students in controlled group still got trouble to understand the context of the texts, and difficult to answer the text correctly. It caused by their lack of interest in comprehend the text without any proper reading strategies to help them in comprehending the analytical exposition text. Meanwhile, the students in experimental group worked independently to catch the explicit information, mention words/phrases, and resolved the text. They fascinated to learn and find the answer of the comprehension questions given to them. They exposed the considerable progress in comprehending analytical texts by showing that most of them can understand the text and answer the questions easily. They could tell their opinion related to the text easily.

The researcher conducted post-test on 5th March, 2018. The results of post-test displayed that the mean score of experimental group was 78.64 which was higher than the mean scores of controlled group that was 73.94 (see **Table 7**). It can be seen that the experimental group was meaningfully rise. Thus, to extent the major difference in the students' reading test scores between experimental and controlled group, the Independent Sample T-test was engaged. The results of the independent sample t-test calculation indicated that the two groups were identical (Levene Statistics' test) and there is major difference in the students' reading test scores in post-test between the two groups, sig (2-tailed) value was 0.027 which was lower than .05 (see **Table 8**).

In order to quantify how far the treatment affects the students' reading capability, the researcher used eta squared calculation. Based on the eta squared table the score showed 0.07 (see **Table 9**). From the result of the calculation, it compared to the criteria by Pallant 2010 (see **eta squared calculation**) which showed that the treatment gave adequate effect for the students' reading ability.

The interpretation of results above showed that the use of PQ4R Strategy helped the students to comprehend analytical texts easily. This strategy helps the students to

understand the analytical text by reflecting on the reality and helps them to be more focused in reading. As it stated by Slavin (2006:195), PQ4R is procedure that focuses students on meaningful organization of information and involves in other effective strategies. Based on the statement above that PQ4R proved which is helped students understand the text, esier to gain information what they read and help the learning process in class with reading activities.

In short, this research the answer for the research question in this study: Is there any significant difference in reading test scores between students who are taught reading analytical exposition text by using PQ4R reading strategy and who are taught reading analytical exposition text without using PQ4R strategy? Was completely answed. Moreover, the result of eta squared showed that the use of PQ4R strategy in comprehending analytical exposition texts gave medium effects to the students' improvement in reading comprehension ability.

CONCLUSION

Due to answer the research question (see **Research Question, Chapter 1**), it exhibited that the use of PQ4R strategy could lead the students in reading which influenced the improvement of the students' reading ability. This research was done to find out the use of PQ4R method in improving students' reading comprehension ability in comprehending analytical exposition text at eleventh grade of SMA Darul 'Ulum 1 Jombang. Based on the data analysis presented in chapter IV, the use of PQ4R method could increase the students' ability in reading comprehension.

The researcher found significant improvement where the students who were taught by using PQ4R strategy were more motivated to read analytical exposition texts. Further, the results were sustained by the statistical data analysis. From the numerical data analysis of independent sample t-test calculation displayed that the two groups were equal and there is worth difference in the students' reading test scores between the two groups, sig (2-tailed) value was 0.027 which was lower than .05 (see **table 4.4**) which defines that there is significant difference in the students' reading test scores between the students who were taught by using PQ4R strategy as reading strategy and those who were taught without using it.

Furthermore, in demand to recognize how far was the effect of using the experimental action on the students' comprehension skill, the eta squared calculation was employed. The outcome of the eta squared calculation presented that the use of the treatment of PQ4R strategy as reading strategy to enhance students' comprehension

gave moderate effect (.07) (see **table 4.5**) on the instruction reading of analytical exposition texts. In conclusion, the use of PQ4R strategy as reading strategy to increase the students' reading comprehension skill acknowledged the alternate hypothesis.

SUGGESTION

Based on the results of the study, the researcher gives some submissions which can be beneficial for the teachers and advance researchers related to this study in order to get better result.

For the teacher, based on the results, the researcher suggests the teachers to use PQ4R strategy in teaching reading Analytical Exposition text, because it can help the students to enhance their reading skill. The researcher suggests for using PQ4R strategy because it is an alternative strategy to lead the students more active learning environment and deeper processing information of the text.

While teaching in using the strategy, the teachers need to consider the suitable timing for leading the students when and where they have to start to read, also themes and language used enclosed in the texts in order to make the students comprehend the texts easily. The teachers also need to stimulate the students' awareness in reading and to build a good reading practice for the students. For instance, by creating a small group discussion by PQ4R reading strategy in the class which provides some relevant and up-to-date topics and some passages which make students enjoy to read.

For the further researcher, the researcher suggests the next researchers to implement PQ4R reading strategy further for teaching various kinds of text and skills, in order to help the students in comprehending the learning materials.

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