

CHAPTER IV

FINDINGS AND DISCUSSION

In this section, the researcher provides the analysis of the data from the research findings and discussion. This research was intended to find out the implementation and the students' achievement toward the implementation of PQ4R strategy in teaching reading comprehension for the 10th-grade students at SMA Progresif Bumi Sholawat Sidoarjo.

4.1 FINDINGS

In this part of the discussion, the researcher would like to present the data findings from the action research activities. The data were obtained from teaching learning process and evaluation. The data analysis was function to measure the students' reading comprehension achievement toward the implementation of PQ4R Strategy. In this research, the data consisted of the action of this research consisted of pre cycle and two cycles called cycle 1 and cycle 2 were explained in the descriptions below:

4.1.1 Pre-research

Before implementing PQ4R strategy in teaching reading comprehension, the researcher and the collaborator of English teacher held pre-test to explore the students' reading ability to the class X MIPA 5 containing 30 students. Collaborated to the researcher, the teacher conducted pre-test on June 4th, 2021. The result of the pre-test was showed as follow:

Table 4.1 The Result of Pre-test

No	Code	Pre-test
1	Student 1	64
2	Student 2	80
3	Student 3	60
4	Student 4	60
5	Student 5	72
6	Student 6	76
7	Student 7	76
8	Student 8	64
9	Student 9	68
10	Student 10	56
11	Student 11	64
12	Student 12	56
13	Student 13	76
14	Student 14	56
15	Student 15	56
16	Student 16	68
17	Student 17	64
18	Student 18	64
19	Student 19	56
20	Student 20	60
21	Student 21	68
22	Student 22	68
23	Student 23	72
24	Student 24	68
25	Student 25	72
26	Student 26	64
27	Student 27	64
28	Student 28	76
29	Student 29	68
30	Student 30	68
Mean		66,13
Highest Score		80
Lowest Score		56
Passed		5

The result showed in pre-test the mean score was 66.13, the highest score was 80 and the lowest score was 56. Meanwhile, referring to the criteria of success, the students who passed the test were only 5 students in the percentage of 16.67%. this condition was far from the criteria of success in reading comprehension if it was measured from the KKM (75) at SMA Prograsif Bumi Sholawat which is 75% of category of success. Concerning to the results of pre-test, the researcher applied the PQ4R strategy in order to solve the problem above.

4.1.2 Cycle 1

The cycle 1 was conducted three meetings. The first and second meetings were the implementation of the PQ4R strategy in teaching reading comprehension. The first meeting was held on June 9th, 2021. The second meeting was held on June 11th, 2021 and the third meeting was held on June 16th, 2021. The time allocation of every meeting was 2x45 minutes. In this session the teacher, Mrs. Anita and researcher together entered the classroom. The researcher was sitting on back seat of the class while the teacher was teaching. The teacher opened the class meeting by said, “*Assalamu'alaikum Warohmatullah Wabarokatuh*, Good Morning, Class!” Then the students answered “Good Morning, Mom”. Mrs. Anita said again, “How are you?”, “I’m fine and you?”, “I’m fine too. Thank you.” Then, the class was begun by introducing Mrs. Mita to the students also that Mrs. Mita was the one who were conducting the research to this class as the researcher.

The activity was done by checking the attendance list of students. The teacher started the lesson by asking the students about the reading text of the report text based on the lesson plan of the 10th grade at SMA Progresif Bumi SHolawat Sidoarjo. Many students were silent at first. Then there was a student who replied, “text about Covid-19 news mom!”, “Yes! It almost right!” Said the teacher. After that the teacher prepared the LCD projector and asked the students to shared paper contained about report text, then showed a video about the text report to the students. The teacher explained the generic structure, language features and communicative purpose of report text.

After that the teacher asked the students to close the paper containing the Report text material. Then the teacher applied started to implement the PQ4R strategy. The teacher asked the students whether they have heard the term PQ4R strategy or not. Many students said that they did not ever heard it before. Then the teacher showed the power point to share the material about PQ4R strategy. After that the teacher began to explain the PQ4R strategy and the steps which carried out the strategy. Many students seemed silent and focused.

Then after that the teacher distributed the text material of the report themed education. Teacher began to applied PQ4R strategy to students. For the first step, “Preview”, the teacher asked the students to skim through the whole text of the text, “Read it quick, focused at the points only from paragraphs 1 and 2.” She said “Focus on what are the reading points of

Education” she added. Continued to the stage Q “Question”, the teacher asked the students to create a list of questions for themselves, the list is made by recording what the content of the reading it was about, who is the subject of that report text, and the difficult words in it without regard to the text first. They were allowed to write it in book. Then in the next was R for “Read” stage, the teacher asked the students to read the entire the report text and then asked the students to answer the list of questions they have made and find the meaning of those difficult words using the dictionary. Furthermore, at the “Reflect” stage, the teacher gave information about what the text told about, what was the communicative purpose of the report text that they had read what was the meaning of the words of the suit they find, what was the generic structure of the report text, which was the generic structure of the text. For the next stage, R that stands for “Recite” stage, the teacher asked the students to make a simple summary of the important things that teacher have explained in the “Reflect” section. The last stage was R for “Review”, at this stage the teacher asked students to read again the text if they still did not understand the text or still found the difficult words, read the summary they have made. Students read the entire reading again and read the summary they made. The teacher answered the students’ questions that are still unclear. The lesson ended, and the teacher closed the meeting by saying “*Alhamdulillahil Alamin* together.

The second was conducting on June 11th, 2021. The treatment which was delivered in the second treatment was basically same to the treatment

that delivered in the first treatment by using the PQ4R strategy in the text report. But in this session the teacher gives examples of text report themed technology entitled the Unmanned Aerial Vehicle or Drone. In this section, the teacher was recalling the material of Report text and gave the examples, but PQ4R Strategy was directly applied to the examples. A little different was in the Question & Answer (Q&A) section, where teacher was not only asked the students to make a list questions and noted the difficult words but also asked to write questions on the board with teacher guided.

Furthermore, the students did the activity R “Read”, students read the entire of report text and use the dictionary to better understood the reading. Then students competed to answered questions written on the board. All students were active and enthusiastic. After that for the Reflect, Recite, and Review sessions are the same as those done in the first session. In the last session, the teacher gave positive feedback on the student’s learning activities in the classroom closed the lesson by saying *Alhamdulillahirobbil Alamin* together. While the learning activities was held, the researcher was observing the activities both of teacher and students.

The third meeting was the post-test in cycle 1 which was held on June 16th, 2021. The post–test was given to the students by the aim to know the students’ achievement toward the implementation of the PQ4R strategy in teaching reading comprehension. The result of the post–test in cycle 1 was described as bellow:

Table 4.2 The Result of the Post-test in Cycle 1

No	Code	Post-test (CI)
1	Student 1	68
2	Student 2	80
3	Student 3	64
4	Student 4	60
5	Student 5	72
6	Student 6	72
7	Student 7	76
8	Student 8	72
9	Student 9	68
10	Student 10	68
11	Student 11	72
12	Student 12	60
13	Student 13	84
14	Student 14	64
15	Student 15	68
16	Student 16	72
17	Student 17	64
18	Student 18	72
19	Student 19	72
20	Student 20	68
21	Student 21	68
22	Student 22	76
23	Student 23	76
24	Student 24	76
25	Student 25	80
26	Student 26	76
27	Student 27	68
28	Student 28	84
29	Student 29	76
30	Student 30	80
Mean		71,87
Highest Score		84
Lowest Score		60
Passed		11

As the result of the post-test in cycle 1 from the data examined which was viewed on the table. 4.2, it showed there were improvements on the students' reading comprehension, but the criterion of success was not been achieved yet. It showed the mean score of the test was 71.87, the highest score was 84, and the lowest score was 60. While, there were 11 students (36.67%) who passed the test. From the data above, it can be argued it needed to do the next cycle because the implementation of the PQ4R strategy on the first cycle couldn't reach the minimum standard success of the research where due to the percentage of students' success was still 36.67%.

4.2.3 Cycle 2

The cycle 2 was conducted three meetings. The first and second meetings were the implementation of the PQ4R strategy in teaching reading comprehension. The first meeting was held on June 18th, 2021. The second meeting was held on June 22nd, 2021 and the third meeting was held on June 25th, 2021. The time allocation of every meeting was 2x45 minutes. The procedures of the activity mostly similar to the cycle 1.

In this cycle, the teacher introduced about PQ4R strategy. The teacher related it in the reading comprehension topic about report text. Before teaching, the teacher had prepared the teaching materials including the materials about narrative text. In starting the class, firstly, the teacher opened the class by getting to the students, checked the students' attendance and building good relationship or making small talk with the students. Then

the teacher reviewed the last lesson about report text and reminded the students about report text which was done in the previous cycle. The activity in the cycle 2, the teacher gave the example of reading comprehension text about “Technology in the 21st Century”. Then, the teacher gave information to students how to find the main idea or learning objectives to be achieved. The teacher gave examples of how to find the main idea or learning objectives to be achieved. In giving report text, the students got some new vocabularies. Besides, the students also learned about main idea.

The teacher asked students to find the main idea in the reading text given. Next, the teacher informed the students to pay attention to the meaning of the passage. The teacher asked students to find the difficult vocabularies in the reading comprehension text. The students should be pay attention to the meaning of the passage. After that, the teacher gave students’ assignments to make the question of the principal idea that found using the words what, why, who, and how. The teacher asked students to make the questions based on the reading comprehension text given. It should be related to the words what, why, who, and how. Then, Teacher gave instructions students to read and respond or answer the questions that had been prepared before.

And then, teacher stimulated the materials on reading materials. In addition, teacher asked students to make the essence of the whole discussion of the lessons learn today. The teacher and students discuss about the topic. It related to reading comprehension of the report text. After that, teacher

asked the students to read essence that made from the details of the main idea in their mind. Finally, teacher asked students to read back the reading material, if still not sure with their answer.

To support the data of the observation, the researcher had employed some discussions which were written on the observation filed note to investigate the activities during teaching and learning reading comprehension text process through PQ4R strategy. The teacher read the text one by one sentence and the student repeated the sentence. Subsequently, after the researcher finished read the text, she asked one of the students to read the text with the right pronunciations. To improve their vocabulary also, the teacher wrote down on white board some vocabularies from the text and the students read it one by one. After they finished wrote and read the vocabularies, teacher and the students discussed the text with PQ4R Strategy. Based on the observation, from the observer during the lesson, the students gave more attention when the teacher explained the material than before. The post-test in cycle 2 was conducting on June 25th, 2021. It was aimed to check the students understanding and comprehension of the report text. The result was described as follow:

Table 4.3 The Result of the Post-test Cycle 2

No	Code	Post-test (CII)
1	Student 1	76
2	Student 2	92
3	Student 3	80
4	Student 4	72
5	Student 5	80
6	Student 6	88

7	Student 7	88
8	Student 8	84
9	Student 9	76
10	Student 10	72
11	Student 11	80
12	Student 12	72
13	Student 13	92
14	Student 14	72
15	Student 15	76
16	Student 16	80
17	Student 17	76
18	Student 18	84
19	Student 19	84
20	Student 20	80
21	Student 21	76
22	Student 22	84
23	Student 23	84
24	Student 24	84
25	Student 25	92
26	Student 26	88
27	Student 27	80
28	Student 28	88
29	Student 29	80
30	Student 30	84
Mean		81,47
Highest Score		92
Lowest Score		72
Passed		26
Percentage		86.67

As the results shown in the data on the cycle 2, there was significant improvements on the students' reading comprehension by applying the PQ4R strategy. The mean was 81.47, the highest score was 92 and the lowest one was 72. The percentage of students' success was 86.67%. It means the numbers of students who passed the test were improving from 11

students (cycle 1) to 26 students (cycle 2). It can be argued the numbers of students increased in the percentage of 86.67%. Related to the results of the cycle 2, the researcher stopped to continue the next cycle because the research could be said success.

4.3 DISCUSSION

This research was done by applying of the PQ4R strategy in teaching reading comprehension for the tenth-grade students class X MIPA 5 at SMA Progresif Bumi Sholawat Sidoarjo in the academic year 2020/2021. This research was done in pre-research and the two cycles namely cycle 1 and cycle 2. The researcher collaborated with the English teacher, Mrs. Anita, during the implementation of the PQ4R strategy. The research was conducted to describe the implementation of the PQ4R strategy to improve students' reading comprehension as the problems faced by the teacher and the students at SMA Progresif Bumi Sholawat Sidoarjo.

In conducting this research, two instruments were applied namely observation and test. Observation was used to know the process of teaching and learning reading comprehension by using PQ4R, and the test was used to know the students' improvement in reading comprehension by using PQ4R Strategy. In observation, the researcher with the collaborator of the English teacher, and the students were involved in the process of teaching and learning reading comprehension and also condition or the class's atmosphere during teaching and learning process. The research was conducted on June 4th, 2021

to June 25th, 2021 to the tenth-grade students at class MIPA 5 in the second semester of SMA Progresif Bumi SHolawat in the academic year of 2020/2021.

This research employed an observation. The observation was conducted to know the process of teaching of reading comprehension through PQ4R Strategy which was done in two cycles where there were three meetings in every cycle. Every meeting had the same activities, but the title of materials was different. In conducting the meetings, the researcher conducted pre-activity, whilst-activity, and post-activity. Tests consisting pre-test, post-test cycle 1 and post-test cycle 2 were done to measure the students' achievements in reading comprehension by implementing the PQ4R strategy.

Teacher began to applied PQ4R strategy to students. First, "Preview" step was done and the teacher asked the students to skim through the whole text of the text. Continued to the stage Q "Question", the teacher asked the students to create a list of questions for themselves, the list is made by recording what the content of the reading. Then in the next was R for "Read" stage, the teacher asked the students to read the entire the report text and then asked the students to answer the list of questions they have made and find the meaning of those difficult words using the dictionary. Furthermore, at the "Reflect" stage, the teacher gave information about what the text told about, what was the communicative purpose of the report text that they had read what was the meaning of the words of the suit they find, what was the generic structure of the report text, which was the generic structure of the text. For the next stage, R that stands for "Recite" stage, the teacher asked the students to

make a simple summary of the important things that teacher have explained in the “Reflect” section. The last stage was R for “Review”, at this stage the teacher asked students to read again the text if they still did not understand the text or still found the difficult words, read the summary they have made. Students read the entire reading again and read the summary they made. The teacher answered the students’ questions that are still unclear. The lesson ended, and the teacher closed the meeting by saying “*Alhamdulillahirobil Alamin* together. All of the activities during the implementation of the PQ4R strategy were done in this research and being recorded by the researcher during the observation.

The researcher and the collaborator of English teacher held pre–test to explore the students’ reading ability to the class X MIPA 5 containing 30 students. Collaborated to the researcher, the teacher conducted pre–test on June 4th, 2021. The cycle 1 was conducted three meetings. The first and second meetings were the implementation of the PQ4R strategy in teaching reading comprehension. The first meeting was held on June 9th, 2021. The second meeting was held on June 11th, 2021 and the third meeting was held on June 16th, 2021. The time allocation of every meeting was 2x45 minutes. The cycle 2 was conducted three meetings. The first and second meetings were the implementation of the PQ4R strategy in teaching reading comprehension. The first meeting was held on June 18th, 2021. The second meeting was held on June 22nd, 2021 and the third meeting was held on June 25th, 2021. The time allocation of every meeting was 2x45 minutes. The procedures of the activity

mostly similar to the cycle 1. The results of the tests were presented as the following table.

Table 4.4 The Results of the Tests

No	Code	Pre-test	Post-test Cycle 1	Post-test Cycle 2
1	Student 1	64	68	76
2	Student 2	80	80	92
3	Student 3	60	64	80
4	Student 4	60	60	72
5	Student 5	72	72	80
6	Student 6	76	72	88
7	Student 7	76	76	88
8	Student 8	64	72	84
9	Student 9	68	68	76
10	Student 10	56	68	72
11	Student 11	64	72	80
12	Student 12	56	60	72
13	Student 13	76	84	92
14	Student 14	56	64	72
15	Student 15	56	68	76
16	Student 16	68	72	80
17	Student 17	64	64	76
18	Student 18	64	72	84
19	Student 19	56	72	84
20	Student 20	60	68	80
21	Student 21	68	68	76
22	Student 22	68	76	84
23	Student 23	72	76	84
24	Student 24	68	76	84
25	Student 25	72	80	92
26	Student 26	64	76	88
27	Student 27	64	68	80
28	Student 28	76	84	88
29	Student 29	68	76	80
30	Student 30	68	80	84
Mean		66.13	71.87	81.47
Highest Score		80	84	92
Lowest Score		56	60	72

Passed	5	11	26
Percentage	16.67	36.67	86.67

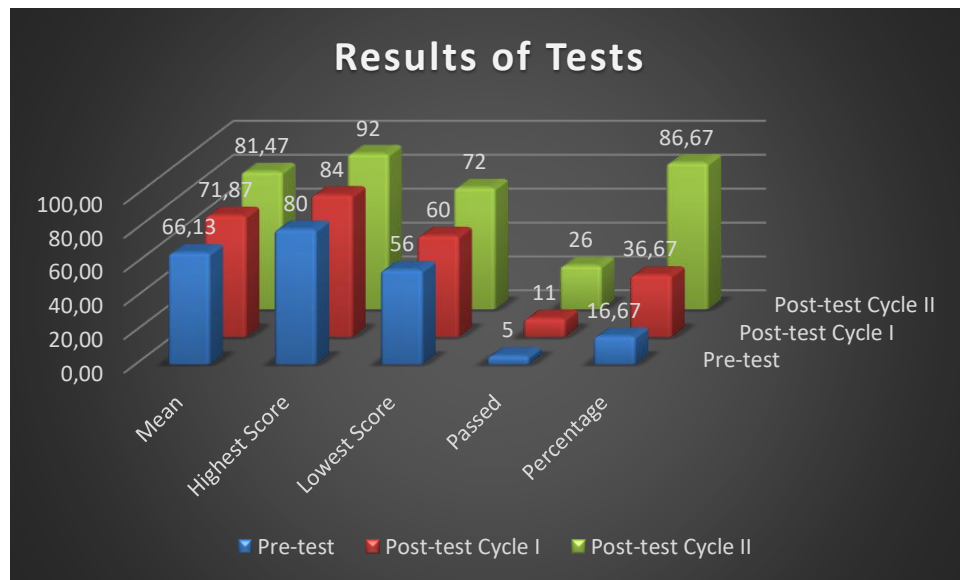


Figure 4.1 The Results of the Tests

The result showed in pre-test the mean score was 66.13, the highest score was 80 and the lowest score was 56. Meanwhile, referring to the criteria of success, the students who passed the test were only 5 students in the percentage of 16.67%. this condition was far from the criteria of success in reading comprehension if it was measured from the KKM (75) at SMA Prograsif Bumi Sholawat which is 75% of category of success. Then, the researcher started the research in cycle one on June 4th, 2021. Three meetings had done successfully for the implementation of the PQ4R strategy, and then she did post-test on June 15th, 2021, as the post-test of cycle 1. From the data examined as viewed on the table 4.4 and figure 4.1, it showed there were improvements on the students' reading comprehension, but the criterion of success was not been achieved yet. It showed the mean score of the test was

71.87, the highest score was 84, and the lowest score was 60. While, there were 11 students (36.67%) who passed the test.

From the data above, it can be argued it needed to do the next cycle because the implementation of the PQ4R strategy on the first cycle couldn't reach the minimum standard success of the research where due to the percentage of students' success was still 36.67%. As the results shown in the data on the cycle 2, there was significant improvements on the students' reading comprehension by applying the PQ4R strategy. the mean was 81.47, the highest score was 92 and the lowest one was 72. The percentage of students' success was 86.67%. It means the numbers of students who passed the test were improving from 11 students (cycle 1) to 26 students (cycle 2). It can be argued the numbers of students increased in the percentage of 86.67%. Related to the results of the cycle 2, the researcher stopped to continue the next cycle because the research could be said success.

Then, the researcher calculated and analyzed the results of pre-test and post-test related to the students' achievements in reading comprehension in case of hypotheses' testing. First, the normality test was used to know whether the data obtained was normally distributed or not. Test data of normality this research used the formula of F-Test: Two-Samples for Variances. The result showed $L_{count} < L_{table}$: $0.1262 < 0.1339$ which means $L_{count} < L_{table} =$ Normality Distribution. Then, the researcher did a testing hypothesis which seen on the table below:

Table 4.2 t-Test: Two-Sample Assuming Equal Variances

	<i>Pre-test</i>	<i>Post-test</i>
Mean	66.13333333	81.46666667
Variance	47.15402299	36.94712644
Observations	30	30
Pooled Variance	42.05057471	
Hypothesized Mean Difference	0	
Df	58	
t Stat	-9.157907205	
P(T<=t) one-tail	3.6427E-13	
t Critical one-tail	1.671552762	
P(T<=t) two-tail	7.2854E-13	
t Critical two-tail	2.001717484	

The output indicated the mean for Pre-test is 66.13333333 and for Post-test it is 81.46666667. The data in the above table t-Test: Two-Sample Assuming Equal Variances reveal that the obtained t-value is -9.157907205 which is well above the limit of 0.05 of significance. For the results, the researchers used P(T<=t) two-tail, which is the p-value for the two-tailed form of the t-test. Because p-value (7.2854E-13) is less than the standard significance level of 0.05, researchers can reject the null hypothesis (Ho). Thus, Ha is accepted. The sample data support the hypothesis that the means are different. Specifically, Post-test's mean is greater than Pre-test's mean. This means that the students' reading comprehension scores had increased significantly as the result of the implementation of the implementation of the PQ4R towards students' reading comprehension skill. This result can be verified the major hypotheses of the research that students' reading comprehension has

significantly improved as a result of the implementation of the PQ4R strategy to the 10th grade students at SMA Progresif Bumi Sholawat Sidoarjo.