THE EFFECT OF PREVIEW, QUESTION, READ, SUMMARIZE, TEST (PQRST) METHOD ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMAN 1 KARANGDOWO IN THE ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

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Assalamu'alaikum Wr. Wb.

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Thank you for your attention.

Wassalamu'alaikum Wr. Wb.

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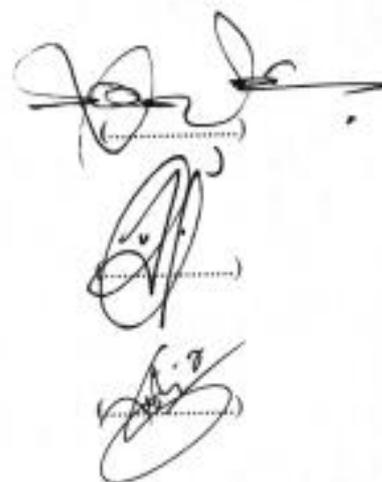
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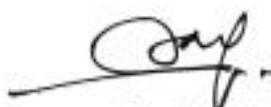
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DEDICATION

This thesis is dedicated to:

1. Allah SWT
2. My beloved parents
3. My sister and brother
4. My beloved best friend and all friends
5. My Almamater UIN Raden Mas Said Surakarta

MOTTO

"Education is not the learning of facts but the training of the mind to think."

-Albert Einstein-

PRONOUNCEMENT

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If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

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The researcher hopes that this thesis is useful for other researchers in particular and the readers in general.

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ABSTRACT

Febriyana Khoirulnisa, 2022. "The effect of PQRST (Preview, Question, Read, Test) method on students' reading comprehension in narrative text at the eleventh grade SMAN 1 Karangdowo Klaten in the academic year 2022/2023".

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This research focused on finding out there is a significant effect of PQRST (Preview, Question, Read, Summarize, Test) method on students' reading comprehension in narrative texts at the eleventh grade of SMAN 1 Karangdowo Klaten. From the problem can be seen the purpose of this study to know there is any significant effect of PQRST (Preview, Question, Read, Test) on students' reading comprehension in narrative text at the eleventh grade SMAN 1 Karangdowo Klaten.

This study took a sample of 2 classes with 36 students each consisting of a control class and an experimental class, In this study used Cluster Random Sampling. The method used in this study is a quantitative method with this type of experimental research. Data collection used tests namely pre-test and post-test about reading comprehension of narrative texts. Data analysis in this study used the SPSS 26 application.

The results of the analysis found that there was a significant effect of the PQRST method on students' reading comprehension in narrative texts at the eleventh grade of SMAN 1 Karangdowo. Evidenced by the t test using an independent test, with the results showing a sig/p value of 0.00 with a significant level value of 0.05 so that 0.00 is smaller than 0.05, 0.00 <0.05 so it can be concluded that there is significant effect of the PQRST method on students' reading comprehension in narrative texts at the eleventh grade of SMAN 1 Karangdowo.

Keywords : PQRST Method, Reading Comprehension, Narrative text

CHAPTER I

INTRODUCTION

A. **Background of the Study**

Reading is one of the skills for the process of mastering English. An important activity in every daily life is reading activity. We know new knowledge from what we read. To improve students' reading skills, they are accustomed to learning through reading. Students' ability to get information and build their understanding of a language, not only via written text but also through their English competence, is dependent on their ability to read (Restanto, 2016). Reading has been proven to be inextricably linked to daily activities. This idea is supported by the fact that students can find any written material in many situations. Therefore, the teaching of reading has a very strategic position in the teaching and learning process in schools.

According to the preceding reasoning, reading can be a beneficial way to boost a student's vocabulary and performance in a word. The students, on the other hand, are taught to read from an early age and are confident in their ability to produce a wide range of words and utilize them in everyday discourse (N.L.P.E.S Dewi, 2017). Reading comprehension is currently being taught to senior high school students through genres. Every ability in learning English comes with its own set of challenges. Students have constraints in four English skills, one of which is reading skills. There are several problems that usually arise in reading. For example, problems faced by students, namely that students' reading interests are still low, some students have not gotten used to

reading, and there are physical disorders that become obstacles in reading, such as being bored and impressed. The monotony is too strong, and students are unable to comprehend the text.

Learning reading comprehension students often have difficulty in understanding reading material. Teaching reading needs to approach students by looking closely at the psychological aspects of students so that reading skills are easily accepted by students. Reading class learning is an important lesson for students so that reading must be prioritized in learning. Reading is the foundational ability that all formal education is founded on (Westwood, 2008). Reading is a skill that must be mastered by everyone to develop their mindset and hone them to master their knowledge and skills, so that reading skills become the most important thing in learning English. Reading is also important for someone to get the meaning they are learning.

The process of learning English, it is known that every student has different reading abilities. In this case the teacher provides separate exercises in teaching English, especially in reading skills. For example, the teacher provides exercises for students by reading narrative text types, in this case students can practice understanding and hone their reading skills. In learning English in Indonesia, especially reading skills, emphasis is placed on understanding. Teaching English on reading skills teachers can help students to solve problems, give hints when students have difficulty in reading skills. In fact, in classroom learning, the teacher reads more material texts and answers together so that they do not see the progress of students, teachers do not understand how to improve students' reading skills.

Based on the pre research that has been done, students at SMAN 1 Karangdowo have problems in reading comprehension. The problems in teaching reading skills came when the teacher read more texts, students became more bored. They did not focus on receiving the material given by the teacher, moreover the students were not comfortable studying in class on reading skills material, especially reading comprehension. When the teacher asked questions about reading material, students who did not understand the text answered the teacher's questions, they were confused in answering the questions they were given. Students become inactive in class, less interested when the teacher asks about the material given. Mastery of vocabulary that they still have not mastered much becomes an obstacle for students so that they have difficulty in capturing reading comprehension material. In learning activities the teacher sometimes gives orders to students and requires students to know vocabulary from reading comprehension. The learning process of reading comprehension material, reading is the reason for obtaining new knowledge for students (Suhartono et al., 2013). So that in the process of reading comprehension students use their knowledge to train their brains to be able to find new information they need.

In this situation, the most important thing in teaching is to use methods in order to improve students' reading comprehension. In the learning process the method is used to make it easier for teachers to convey material to students through strategies designed to be effective. Many methods are used by teachers to improve students' abilities, especially in reading comprehension in English. Methods that make it easier for students to understand reading texts on reading

skills, make it easier for students to remember important information in a reading. The right method to improve reading comprehension and solve problems for students who have difficulty in reading comprehension is the PQRST (Preview, Questioning, Reading, Summary and Test) method. PQRST is a method used in teaching English in reading skills. The PQRST method is a teacher's strategy to deal with problems experienced by students in reading comprehension.

The PQRST method is used to improve students' memory in reading, especially in reading texts. PQRST method is a procedure or steps to do how to learn reading comprehension so that it can improve students' reading ability which can determine their achievement (Priyanti et al., 2012). The PQRST method can improve students' ability to identify texts and be active in learning. Students can understand the reading of the text so that students become interested in learning reading comprehension. That way students learn more material than they read and can remember information from reading. The PQRST strategy is suitable for improving reading for students (Miqawati & Sulistyo, 2014).

The PQRST method is a suitable method to be applied by eleventh grade. So that the PQRST method is intended to improve the reading comprehension and remembering of the eleventh grade through the reading texts they learn. The PQRST method can also manage time in the learning process to be more controlled, to make good use of time, the PQRST method is an option for learning the five steps in PQRST so that students can manage their time well.

The five steps in the PQRST method are as follows: **Preview** is reading in a fast way or by reading a few seconds (skimming), **Question** the students create questions that they will ask after they read quickly, **Read** the researcher gives the reading text to be given to the students and the students read all the texts. **Summary** the students express and remember the results of their reading of the text which they then summarize, **Test** the teacher makes questions for students and students answer the Questions given by the teacher (Yesi, 2018).

To prove this method is effective for eleventh grade in reading comprehension, there are some previous studies that have applied the PQRST method. The first is a thesis written by Ires Sepri Yesi (2018) in her thesis, she had proven that the PQRST method is effective to improve students' reading comprehension at MTs Laboratorium Jambi 2018/2019. In her research, it was also stated that the scores of students who used the PQRST method were higher than those who did not use the PQRST method. The researcher also mentioned that the PQRST method can also give students time management by preparing themselves before reading the reading text. Next previous study of Miftahul Huda (2021) stated that the results of applying the PQRST method in class IX of SMK Bina Satria Medan could encourage students' reading skills. The results showed that the experimental class using the PQRST method got higher results. So that the PQRST method can effectively improve the ability to remember the text material given.

Next there is a journal from Putra (2021) said that the PQRST method was an alternative method for teachers to teach reading to X TB 1 and X OTKP 2 students at SMKN 1 Ampek Angkek. He also wrote that the method

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is effective for students in reading comprehension and can help students to solve their problems in reading comprehension difficulties. Applying the PQRST (Preview, Question, Read, Summarize, and Test) method is an alternative to adjust the students' ability in reading comprehension. Students can understand their reading comprehension skills improve after the application of the PQRST method. Moreover, Narrative Text readings rely more on students' concentration and deep reading comprehension. So the researcher intends to apply this method according to the eleventh grade at SMAN 1 Karangdowo. The material of the text story used for the research is the type of Narrative text that is in accordance with the syllabus of the eleventh grade students of SMA.

This study has differences from previous studies such as the use of techniques used by several previous studies that used reading techniques other than PQRST. Another difference is that some researchers use junior high school students as subjects. One of the previous studies was carried out during the pandemic and the current research was carried out after the pandemic. Theories of several experts differ in each study. Data processing used the latest version of SPSS compared to previous research which still used the old version of SPSS.

Based on the above background of study, the researcher conducted a quantitative research to find evidence that the PQRST method was effective to be applied to learning reading comprehension in narrative text in the eleventh grade of high school. Therefore, researchers conducted a study that aims to find out about **"THE EFFECT OF PREVIEW, QUESTION,**

READ, SUMMARIZE, TEST (PQRST) ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMAN 1 KARANGDOWO ACADEMIC YEAR 2022/2023".

B. **Identification of the Problems**

Based of background study above, there are some problems that can be identification:

a. Students had difficulties in mastering vocabulary.

a. Students had not mastered reading comprehension well.

b. The use of the reading comprehension method was still using the conventional method.

c. Students had not been able to understand the meaning contained in the English.

C. **Limitation of the Problems**

In conducting a research, the limitations that the researcher has are solved to make it more focused, the researcher may not study all the factors that affect reading comprehension ability. In this study, the researcher only focused on finding out is a significant effect on the PQRST (Preview, Question, Read, Summarize, Test) method on students' reading comprehension in narrative texts at the eleventh grade of SMAN 1 Karangdowo Klaten.

D. **Formulation of the Problems**

Based on the research background, the research problems can be formulated in this research problem formulation "Is there any significant effect of (Preview,

Question, Read, Summarize, Test) PQRST method on students' reading comprehension in narrative text at the eleventh grade SMAN 1 Karangdowo Klaten?"

E. Objectives of the Study

Based on the formulation of the problem above, the researcher states the research to know there is any significant the effect of PQRST (Preview, Question, Read, Test) on students' reading comprehension in narrative text at the eleventh grade SMAN 1 Karangdowo Klaten.

F. Benefits of the Study

In this study, researchers hope to provide benefits both theoretical and practical for several parties.

1. Theoretical Benefit

After this research, all readers received useful knowledge and information, especially on the application of the PQRST method to reading comprehension in narrative texts.

2. Practically

    a. For Students

    This study, eleventh graders are expected to get inspiration and can improve their reading comprehension skills.

    b. English Teachers

    In the results of this study, it is hoped that English teachers at SMAN 1 Karangdowo Klaten can be motivated by developing the PQRST method in their teaching of reading comprehension.

c. For Other Researcher

This research is expected to provide benefits for researchers in order to obtain useful references and can develop further research related to this research.

G. Definition of Key Terms

1. PQRST Method

To make learning interesting, a method is needed to develop skills, especially skills in reading comprehension. PQRST as a simple activity plan to address students who have difficulties in reading comprehension (Westwood, 2002).

2. Reading Comprehension

Reading is one of the most important skills that must be mastered by students and then developed wherever they are. A reader applies their particular abilities to reading comprehension and their success in understanding reading texts depends on this particular ability (Harmer, 2007).

3. Narrative Text

Narrative text is a narrative story in which there is information and entertainment that can be presented to readers and listeners of the story (Mark Anderson & Kathy Anderson, 2003).

CHAPTER II

LITERATURE REVIEW

A. **Theoretical Review**

1. **Concepts of Reading Ability and Reading Comprehension**

a. **Definition of Reading Ability**

Ability is a person's capacity to do various things or something else. The ability possessed by a person is not only their spoken language but also their reading comprehension. Reading Ability is the potential contained in a person in reading (Sulistyaningra, 2016). The ability to read is a potential for students to obtain information contained in their reading texts.

Reading skill is cognitive abilities that humans use to relate to their texts (Howell Major et al., 2020). In contrast to the understanding seen from the results of reading the text, while the ability is seen as a procedure of reading the text. Reading ability is an interactive process between the reader and the text which then gains an understanding to obtain information. Someone communicates and understands a reading text using their reading ability to get the purpose of their reading activity as a whole.

Based on the explanation above, it can be concluded that ability is a person's potential. Therefore, the ability to read means the ability that exists in a person to communicate or understand information in the

text by using knowledge, the ability to get the goals of the reading activity itself.

1) Reading Comprehension

Reading is one of the skills in learning English which is important for someone when learning English. The fact is that reading is a very important activity for all people, by reading they get new information that will increase their knowledge. In today's era, reading is one of the skills that must be mastered by everyone along with the changing times, news or information is widely distributed through print media, which requires someone to read information through the media.

Reading is very important to find and understand words or sentences in printed or written readings made by readers. Reading is a process of understanding the text that is centered to achieve the basic goal (Grabe, 2009). This means that reading by understanding the content of the reading will be the main goal of the reader. He implies that by reading the mind is focused on finding meaning from what they read so that understanding is reached to the main goal of reading.

Basically as students are required to master reading skills. In learning English as a second language, reading is an important skill in learning English for students (Nunan, 2003). This means that in learning English, reading skills are the most important thing to master English. So that in reading students are required to understand words or sentences to achieve a meaning conveyed in reading. At the time of reading focused on understanding and looking for meaning in the reading

(Brassell, D. and Rasinski, 2008). It can be interpreted that when reading is very important in understanding every sentence in the reading text.

Based on the theory above, it can be concluded that reading is a process of understanding a reading text to find the meaning contained in the reading sentence.

2) The Levels of Reading Comprehension

There are three levels in reading comprehension from (Brassell, D. and Rasinski, 2008), this level is called the taxonomic level, namely as follows :

a. Literal Understanding

In literal understanding, the lowest level of the three taxonomic levels. At this level the reader is required to be able to remember the truth of the information in the reading and be able to summarize the reading.

Examples such as the name of the character and the background in a reading text. To get information in literal understanding, it can be seen from the reading text itself.

b. Inferential Understanding

In this understanding, readers can take information from the conclusions of the text they read. For example, when someone is carrying an umbrella on a cloudy day, the reader can conclude that the character is expecting rain. Inferential understanding is more sophisticated than literal understanding because it relies more on concentration and manipulation of information in the reading text.

c. Critical Understanding

At the third level of understanding this makes critical thinking on the information contained in the reading text. In this understanding, the reader has more questions that arise more deeply after reading a reading text. The reader makes deep analysis and critical thinking to make an evaluation of the assessment in this critical understanding.

It can be concluded from the statement above that there are three levels in reading comprehension to improve reading comprehension by using taxonomy understanding. At each level, it can be seen from basic understanding to deeper or critical understanding, therefore readers can know the extent of their reading comprehension.

3) **Strategies for Reading Comprehension**

There are several strategies in reading comprehension by (Brown, 2004). Such as the following:

a) The teacher identifies the purpose of reading

The clear purpose of reading helps students to know the meaning contained in the text and to avoid parts of the text that are not too important. In reading activities, identify goals when reading to avoid unimportant information that can interfere with reading comprehension.

b) Give something interesting to the reading

Improving strategies in reading comprehension requires variations such as adding pictures or graphics to help new readers become interested in reading. In addition to using pictures to read efficiently, you can u se the silent reading technique, which is usually done for readers at intermediate to advanced levels.

c) Making Predictions

Improving strategies in reading comprehension needs to make predictions such as in reading titles, pictures and to help new readers guess the contents of the reading (Banditvilai, 2020). At the time of reading, readers can make predictions about the reading they are reading and can guess the plot of the next reading. In addition to using pictures to read efficiently, you can use the silent reading technique, which is usually done for intermediate to advanced readers

d) Question

In learning activities asking important questions during the reading comprehension process, students are helped to monitor

how far they can understand reading by asking questions (Banditvilai, 2020). Readers can use questions before, during, and after reading activities. In the process of asking students can solve problems, find out new information, or find out answers

Based on the conclusions above, strategies in reading comprehension can be seen from several activities, including identifying the purpose of reading, making different things to improve reading comprehension, making predictions, and asking questions. Several strategies can improve reading skills, especially in reading comprehension.

4) Types of Reading

There are two types of reading comprehension proposed by (Harmer, 2007), namely :

a) Intensive Reading

Intensive reading focuses on a strong reading comprehension but the speed in this type is slow. In intensive reading, short texts contain information that is important, detailed, and accurate to read. Sometimes intensive reading is applied during class learning. In learning activities, the teacher asks students to find out the meaning in the text from what they read, by looking at the use of vocabulary and grammar so that information is easily obtained by them in learning activities.

b) Extensive Reading

Extensive reading is a reading activity that is done frequently by students but is not exclusive and can be done outside of learning activities. Like reading newspapers, novels, blogs, and other types of reading. Extensive reading is done for entertainment to fill the reader's free time.

It can be concluded from the explanation above that the type of reading comprehension can develop students' skills, especially in reading comprehension. With the convenience of reading, readers get new information that they will get after reading.

Readers can also choose from one type of reading comprehension that makes them easy to understand and attracts them to do reading activities.

5) The Factors Affecting Reading Comprehension

There are several factors of difficulty that exist in students' reading comprehension (Janette K. Klingner & Sharon Vaugh, 2007). The factors experienced by students include reading words, mastery of vocabulary, and insights possessed by students. When readers have difficulty in reading comprehension as well as in mastering vocabulary in the reading text, it makes them find it difficult to understand the meaning in the reading. In addition, if they read slowly and not carefully, it is also one of the difficulties they experience in reading comprehension.

There are several other factors of difficulty in reading comprehension, among others, motivation, vocabulary mastery, readers' insight, knowledge of certain objects, reader's reasoning, application of effective strategies to develop main ideas and supporting details, appreciation of the text structure proposed by (Westwood, 2002). In reading comprehension, agreement is needed to achieve fluency in high cognitive which consists of thinking, reasoning, connecting, reflecting.

It can be concluded from the above factors that the use of contextual words and various backgrounds on the knowledge of the topic of the text in the reading can also affect reading comprehension. Although the reader has advantages in fluency, but will have difficulty understanding the text if there is little knowledge of understanding the words of the reading text. Reading strategies are also very important in reading comprehension to get more information from the reading text.

6) Teaching Reading Comprehension

In learning to read, the goal is to improve students' reading comprehension skills so that students can find out effectively the meaning of reading in the English text in question. Before reading activities, students must have certain goals to be able to understand the reading text. So that reading can be effective if it has a purpose in it.

In learning to read there are several principles in it (Harmer, 2007). The principle is that first, one gives motivational encouragement to students to often do reading activities and as much as possible in reading, from the encouragement given by the teacher students will be motivated to read more so that they can improve reading comprehension for students. The second principle is that students must be involved in each text and enjoy reading activities to make it easier to understand the meaning contained in the reading text. Next the teacher must also make sure students feel enjoy and comfortable from reading activities. The third principle is that the teacher encourages students to develop ideas in reading text messages from what they read.

Reading activities are very important for students to get information from the readings they read. In addition, students are trained to develop their ideas after reading by summarizing through messages that can be drawn from the readings they read and being able to share responses about the reading text. The next principle, students are given the opportunity to make a picture before reading

the text. For example, before reading, students can first see from the cover of the book, so that students have an idea of what is in the book they are going to read and make them interested in reading the book. The last principle is that at the end of reading learning activities the teacher can give appropriate assignments to students by looking before, during, and after reading activities, besides that the teacher also makes questions that are in accordance with the level of ability and the topic of the text of the students. The last principle, the teacher can incorporate reading texts into interesting classroom learning, such as by providing a full reading text with sentences, ideas, and words in order to bring the reading text to life.

It can be concluded from the principles above that in learning activities the teacher must be able to attract students' interest in reading and be able to encourage students to be directly involved in reading activities so as to improve reading comprehension.

2. **Concepts of PQRST Method**

   a. **Definition of PQRST Method**

   To improve memory while reading, use the most appropriate method, namely the PQRST (Preview, Question, Review, Summarize, and Test) method (Petterson, 2002). It can be interpreted that the PQRST method is applied to develop students' abilities and can remember easily when reading texts. One of the most appropriate strategies to improve memory while reading is the PQRST strategy (Papathanasiou et al., 2013). The PQRST strategy

in understanding and remembering reading can include direct and metacognitive teaching principles. Therefore, this method can help students who have difficulty in reading comprehension so that students can develop their skills in reading comprehension and can strengthen their memory in understanding reading texts.

PQRST is a simple activity plan to overcome students who have difficulty in reading text comprehension (Westwood, 2002). This means that to overcome children's difficulties in understanding texts, simple strategic planning is needed, for example using the PQRST method. PQRST method is one of the effective methods for reading comprehension (Wormeli, 2004). He also explained that PQRST has an abbreviation, namely:

P- *Preview*

In the preview the teacher gives direction to the students to recognize the important parts in the text. Readers will get a plot from their reading. In this step is done when reading the title of the reading.

Q- *Question*

The teacher develops questions from the reading text material then questions will be given to students.

R- *Read*

In reading this time the teacher gives the reading text that will be read by the students as a whole. In reading activities students have difficulty in vocabulary then students reread until they can understand the reading

S- Summarize

In summary activities. The teacher provides opportunities for students to summarize the contents of the reading text that students have read by developing their ideas. In summarizing students can develop their ideas by stating the main ideas and themes in the reading

T- *Test*

After all the steps are completed then the teacher gives a test that is in accordance with the abilities of the students taken from the reading material they read.

At points P and Q anticipate and prepare the brain for reading comprehension. The PQST method can motivate students to be closer to the material they are reading so that they have an overview of the reading and can more easily understand the text.

Based on the theory of the experts above, the writer concludes that the PQRST method is a method that can help students to improve their reading comprehension. This method also makes students able to memorize the text reading step by step. Students are more active in reading activities after applying the PQRST method so that students become more focused when understanding the contents of the reading text.

b. **The Indicators on PQRST Method**

The PQRST method has several indicators described by (Wormeli, 2004). Indicators include:

1) Preview, before carrying out reading activities, a review must be carried out first as an initial activity.

2) Question, this questioning activity is carried out before reading activities.

3) Read, reading activities are carried out as a whole to find the meaning contained in the contents of the reading text.

4) Summarize, after doing the reading activity the students summarize what is contained in the reading text material by developing through their ideas.

5) Test, the last indicator is to test the understanding of the reader's text material after doing all the other indicators.

Based on the conclusions above, the PQRST method contains several indicators, including preview, question, read, summarize, and test. These indicators are applied to improve and facilitate reading comprehension.

c. Teaching Procedure Using PQRST Method

To apply teaching using the PQRST method in the classroom, the teacher must know exactly what to do. Teaching using the PQRST method consists of five steps from (Wormeli, 2004) :

1. Preview

Students can identify the main parts of the text with the teacher's direction. Students can capture prior knowledge before they read the text by looking at the title of the text of the given text. This step is usually done by reading the title or headline.

2. Question

After that, students can develop their creative minds by making questions based on what is in the text.

3. Read

The teacher gives the material (text) to the students. Then students can look for difficult or incomprehensible vocabulary in the text while reading by making notes or marks.

4. Summarize

Then the teacher asks students to summarize the important points in the text, they can summarize in each paragraph.

5. Test

The teacher gives a test to the students to find out the extent of the mastery of the material provided by the teacher by applying the PQRST method.

Based on the conclusions above, the teaching steps using the PQRST method. Preview Students can identify the main parts of the text with the teacher's direction, Question after that, students can develop their creative minds by making questions based on what is in the text, Read The teacher gives the material (text) to the students, Summarize Then the teacher asks students to summarize the important points in the text, Test The teacher gives a test to the students to find out the extent of the mastery of the material provided by the teacher.

3. PPP (Presentation, Practice, Production) Method

a. Definition of PPP Method

Learning English requires more than one method to make it easier for students to learn English. In addition to PQRST, this study also used other methods namely the PPP method. The PPP method has three stages namely, Present, Practice, Production. At the presentation stage the teacher provides new material and new material structures then writes on the blackboard by giving examples (Lenka, 2009). It can be interpreted that at the time of presentation the teacher first explains the new material then gives examples to students.

The PPP method is one of several methods to make it easier to learn English, without considering other ways of understanding, regardless of students' abilities (Harmer, 2007) . PPP is a new way to introduce students to a method for learning English in EFL classes. The PPP method was used in learning English such as learning grammar, vocabulary and reading. Applying the PPP method to reading comprehension skills, teachers are asked to introduce contextually with the language to be learned. This was given so that students can focus during learning. The PPP method makes it easier for teachers to deliver English material specifically on reading comprehension to students.

It can be concluded that there are many methods for learning English, one of which is the PPP method, the PPP method which consists of presentation, practice, and production.

b. The Procedures of PPP Method

The PPP method stands for presentation, practice, and production. PPP is a new way to introduce students to a method for learning English in EFL classes. The PPP method was used in learning English such as learning grammar, vocabulary and reading. The following is the procedure for implementing the PPP method , including:

4. Presentation

   The teacher gives the material to be given to students by giving reading text. In the presentation stage, the teacher provides material about reading, for example by providing narrative text material, then the teacher asks students to understand the text given.

5. Practice

   The teacher gives questions to students after students finish reading the text. The teacher asks students to work on questions and gives students the opportunity to answer questions by coming forward in front of the class and then the teacher corrects answers if an error occurs.

6. Production

   At the production stage the teacher gives assignments to students by providing worksheets with related material to work on with the time determined by the teacher. Then the teacher asks students to submit assignments individually (Harmer, 2007).

   Based on the explanation above, the procedure for the PPP method consists of Presentation, Practice, and Production. Presentation, the teacher gives the material to be given to students by giving reading text, Practice the teacher gives questions to students after students finish reading the text, Production at the production stage the teacher gives assignments to students by providing worksheets with related material to work on with the time determined by the teacher.

4. **Concepts of Narrative Text**

   a. **Definition of Narrative Text**

   There are several types of texts in English, but in this study the researchers used narrative texts. The narrative text consists of stories about personal experiences, fairy tales, fables, myths, legends and mysteries, all of which are narrative text stories. Narrative is a piece of story in the form of a narrative that can provide information and entertainment to readers and listeners of the story. So the narrative story must make the reader interested in the story presented and entertained by the reading text (Anderson, 2003).

   Narrative texts are also often used in our daily activities, such as when telling interesting things that have happened with friends or with other people. Narrative text is a text that is detailed and clear. Narrative text is a type of text that contains stories about the past which

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contains stories of experiences, as well as problem solvers that can entertain and convey moral messages to readers (Pardiyono 2007). Narrative texts can entertain or provide information to listeners with the stories conveyed so that they can be used to communicate with others. Alan Meyers (2005) states that narrative is one way to communicate effectively with others.

It can be concluded from the above understanding that narrative text is a type of reading text that tells about something in the past or interesting stories that have the aim of entertaining readers and listeners of narrative stories.

b. Generic Structure of Narrative Text

The general structure of narrative text includes orientation, complication, and sequence of events, resolution, and re-orientation. There is a general structure in narrative text by (Anderson, 2003), namely as follows :

a. Orientation

In this orientation, readers are presented with several main characters to minor characters in the stories they read. So that some actions can be indicated where and when they occurred.

b. Compilation

This complication is supported by things that are important or serious in the narrative story, which means we often imagine serious complications in the storyline. Complications involve the main character being a helper who serves to achieve a goal

c. Climax

The climax of the narrative story, a narrator tells the way the characters in the story act which are related to complications. The story line is made up and down until the climax of the story makes the reader get carried away while reading. Here the audience is shown from the narrator's point of view.

d. Resolution

At the resolution of the connection, the story can end for better or for worse, but sometimes there are some stories that are left as they are, making the reader wonder about the ending of the narrative story.

e. Re-orientation

Re-orientation is the closing of a narrative storyline.

An Example of narrative text:

Table 2.1 an Example of Narrative Text

Generic of Structure	Narrative Text
Orientation	Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.
Resolution	One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. (Major Complication) Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.
Complication	She was very tired and hungry.
Resolution	Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

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Complication	Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, what is your name? Snow White said, 'My name is Snow White'.

Based on the conclusion above, that the general structure of narrative text includes orientation, complication, resolution, and re-orientation. Orientation, readers are presented with several main characters to minor characters in the stories they read. Complication is supported by things that are important or serious in the narrative story. Climax of the narrative story, a narrator tells the way the characters in the story act which are related to complications. Resolution of the connection, the story can end for better or for worse, but sometimes there are some stories that are left as they are, making the reader wonder about the ending of the narrative story. Re-orientation is the closing of a narrative storyline.

B. Previous Related Studies

There are several previous studies to support this research that has been done previously by previous research. The first research conducted by Nurul Khairunnisa from State Islamic Institute (IAIN) Parepare (2018) with the title "The Effect of Preview, Question, Read, State, and Test (PQRST) Strategy on Students' Reading Comprehension at the Eight Grade of MTS DDI Assalman Allakuang", in this study the population was taken 64 students in the eighth grade. There were two groups that were selected as samples and were divided into 2 classes, namely the control class and the

experimental class, each of which had a different number of samples, the experimental class was 22 and the control class was 21. The results of the study can be proven by the results of the posttest scores of experimental class students on average = 83.4286, median = 80 and mode = 80 and 92. The results of data analysis with t-test showed that the t-test (to) value was higher than t-table (tt), $t_0 => 1.7769$ t_ t_t is 1.684 at 5% significance degree. It can be interpreted that there was a significant effect on the PQRST strategy on the reading comprehension of class VIII MTs DDI As-Salman Allakuang students (Khairunnisa, 2018).

The second research conducted by Ires Sepri Yesi from The State Islamic University Sulthan Thaha Saiffudin Jambi (2018) with the titled "The Effect of Preview, Question, Read, Summary, Test (PQRST) Method on The Eight Grade Students Reading Comprehension Of MTS Laboratorium Kota Jambi", this research focused on the effect of the preview, question, read, state, test method in students" reading comprehension of Mts Laboratorium Jambi City. This research used quantitative methods through a quasi-experimental design, by taken 152 populations and taken two classes to be sampled with a total of 30 students each. The results of this study revealed that there was a significant effect on reading comprehension in eighth grade students of the Jambi City Mts Laboratory by using the PQRST method. The results can be seen by looking at the difference in the average score between the pre-test 64 and post-test 90 in the experimental class (Yesi, 2018).

The third research conducted by Zulhijjah Damai Yanti Harahap from State Islamic University of North Sumatra Medan (2019) with the tittle "The Effect Of Using Preview, Question, Read, Summarize, Test (PQRST) Method on Students Reading Comprehension in Senior High School An Nizam Medan". This research focused on reading skills and on tests used descriptive text material. The research method used quantitative methods with a quasi-experimental type, the population was taken as many as 72 students. The samples taken were two classes, the control class and the experimental class with 25 students each. Researchers analyzed the data using the KR 21 Formula. The results of this study on the experimental class score after the application of treatment was higher than the control class (86 > 58.8), so it can be interpreted that treatment has a positive effect on reading skills. Further results can be seen from the results of the sign value, (2-tailed) lower than 0.05 (0.00 < 0.05) it's means that there was a significant impact on the reading comprehension ability of students who were taught using the PQRST method (Preview, Question, Read, Summary and Test) with students taught without the PQRST method (Harahap, 2019).

The fourth research conducted by Salameh et al. (2019) with the tittle "Measuring the Effect of Cognitive and Metacognitive Questioning Strategies on EFL Learners' Reading Comprehension in Understanding, Critical Thinking and the Quality of Schema at the University of Hail-KSA". this research took the student population from the University of Hail in the second semester of the academic year 2018–2019, took 2 class samples, namely the experimental class of 36 samples and the control class

of 37 samples with a total of 36. In this study aimed to find out whether there was an effect of cognitive and metacognitive questioning strategies on English students' reading comprehension in comprehension, critical thinking and schema quality. This research also used the KWL strategy. Final results showed that the average score of the experimental group was higher than the control group in sub-skills as evidenced by the difference in sig values ($\alpha = 0.05$). it can be concluded that the instruction students receive influences reading comprehension, thus teaching students to used cognitive and metacognitive strategies enables effective reading comprehension.

The fifth research conducted by Habeeb, Z & Abbas S from University of Baghdad (2018) with the tittle "The Effectiveness of SQ3R Strategy in Promoting Iraqi EFL Students' Reading Comprehension". In this study took a population of female preparatory school students in the city of Baghdad for the 2017-2018 school year, the sample was randomly divided into two groups, the experimental class totaling 36 students and the control class totaling 39 students. Each student was tested according to the intelligence of academic motivation, and scores in the pre-test of reading comprehension. The results showed that there was a significant difference between the average value of the experimental class and the control class. It can be proven by using the ETA-Square formula which shows a value of 0.47, thus showing a large effect (Habeeb, Z & Abbas, S, 2018).

Table 2.2 : Table Previous Study

No	Tittle	Appellative	Similarity	Difference
1.	The Effect of Preview, Question, Read, State, and Test (PQRST) Strategy on Students' Reading Comprehension at the Eight Grade of MTS DDI Assalman Allakuang	Nurul Khairunnisa (from State Islamic Institute (IAIN) Parepare)	-Research has in common to examine the effect of using the PQRST method on reading comprehension	-The difference lies in the school level, researchers applied it to junior high school. - The researcher did not specify the material used in the study.
2.	The Effect of Preview, Question, Read, Summary, Test (PQRST) Method on The Eight Grade Students Reading Comprehension Of MTS Laboratorium Kota Jambi	Ires Sepri Yesi (University Sulthan Thaha Saiffudin Jambi)	-The equation aims to determine The Effect of Preview, Question, Read, Summary, Test (PQRST) Method on Reading Comprehension - Using quantitative methods with a quasi-experimental type	- Difference at the school level, researchers used junior high school. - The researchers did not specify the material used for research. - Differences in the location of data collection, researchers took data from schools in the city of Jambi.
3.	The Effect Of Using Preview, Question, Read, Summarize, Test (PQRST) Method on Students Reading Comprehension in Senior High School An Nizam Medan	Zulhijjah Damai Yanti Harahap (State Islamic University of North Sumatra Medan)	- The research equations on research instruments using tests, post-test and pre-test. - The next equation aims to determine whether there is a significant effect using the PQRST method on reading comprehension.	- The difference lies in the grade used for research. - The next difference lies in the number of population and sample.
4.	Measuring the Effect of Cognitive and Metacognitive Questioning Strategies on EFL Learners' Reading Comprehension in Understanding, Critical Thinking and the Quality of Schema at the	Lina A. Salameh, Zakaria A. Salameh1 & Aida H. Al-Emami (University of Hail, Saudi Arabia)	- The research equation aims to find out whether there is a significant on the effect of a method to improve reading skills. - The next equation uses the quantitative method	-Differences in reading method used in research. - Different reading materials used in the study. - Different data retrieval places

	University of Hail-KSA			
5.	The Effectiveness of SQ3R Strategy in Promoting Iraqi EFL Students' Reading Comprehension	Habeeb, Z & Abbas S (University of Baghdad)	- The methods used in the study both use quantitative methods. - Equations on the instrument using tests, namely post-test and pre-test	-Differences in different reading methods. - Different data retrieval places.

C. Rationale

Reading comprehension is a very important skill for students in learning English. In reading skills, especially reading comprehension, it is applied to make it easier for readers to get information. Reading comprehension is a process to develop students' ideas and train them to think after reading activities so that they can improve reading skills in learning English. Some of the obstacles experienced by students when learning to read, such as when they try to understand a reading text but they are constrained by limited vocabulary.

Reading comprehension is one of the most important skills and must be mastered to improve communication skills. However, in fact, reading comprehension learning activities are taught by delivering material, mostly with theories such as and using the speech method, after which it ends with giving assignments. So that students are not interested in reading activities that are too monotonous and seem boring.

Learning activities in the teacher's classroom are required to be able to provide interesting things in conveying material, especially reading skills. Thus, the PQRST (Preview, Question, Read, Summarize, and Test) method is applied in reading comprehension skills. The application of the PQRST method is expected to significantly improve students' reading comprehension.

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By having broad insight can improve the ability of students in general. In the selection of interesting materials in reading comprehension, there are many materials that are often studied by students, especially in the eleventh grade, namely narrative text material that can be applied using the PQRST method.

D. Hypothesis

The hypothesis can be formulated, there is significant effect of PQRST method on students' reading comprehension in narrative text at the eleventh grade of SMAN 1 Karangdowo Klaten.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher presents several reviews and theories related to research design, which consist of Research design, Research setting, Population, sampling, and sample, Techniques of colleting the data, Research instrument, Data Validation, and Techniques of analyzing the data. Explanation of which is described as follows.

A. Research Design

In this design research, the researcher used an experimental research method with a quantitative approach. Quantitative research is research that consists of numbers and uses analysis and statistics (Sugiyono, 2019). Experimental method, a method that focuses on experiments, which serves to determine the effect of the independent and dependent variables (Sugiyono, 2019). The type of experimental research used is quasi-experimental. Quasi-experiment is used to anticipate difficulties in choosing a control group in research (Sugiyono, 2019). To find out an effect between variables requires an experiment. So to applied a control group so that they could be conditioned in this experimental study. This research design focuses on knowing the effect of the PQRST method on reading comprehension in narrative texts, so this research is grouped into two classes, namely the experimental class and the control class.

The two classes received a pre-test and post-test. Pre-test was applied in both classes after treatment. Next, the experimental class was given treatment based on the PQRST method, while the control class was given without using the

PQRST method by used the PPP (Presentation, Practical, Production) method. Then both classes receive pre-test and post-test to find out the effect of PQRST method on students reading comprehension in narrative text. Seeing the research design can be seen from the table below.

Table 3.1 : Design of The Research

Experimental Group	Pre-test	Treatment (Using PQRST method)	Post-test
Control Group	Pre-test	Treatment (Using conventional method)	Post-test

B. Research Setting

a) Setting of Place

This research was carried out at SMAN 1 Karangdowo Klaten which is located on Jln. Sentono, Karangdowo, Klaten, Central Java. The researcher chose to focus on two classes from the eleventh grade of SMAN 1 Karangdowo Klaten.

b) Setting of Time

Table 3.2 : Setting of Time on Research

No	Activities	2022											2023
		2	3	4	5	6	7	8	9	10	11	12	1
1.	Submission of proposal title	█											
	Proposal creation and consultation		█	█	█	█	█						
2.	Proposal Seminar							█					
3.	Collecting data								█				
4.	Improvement research									█			
5.	Thesis writing										█	█	
6.	Thesis Exam												█

C. Population, Sampling, and Sample

a) Population

The population is the whole class with character and quality which will be the unit to be studied. The population is all the components that will be u sed as a generalization area consisting of objects/subjects that have both quantity and characteristics in them (Sugiyono, 2019). So that it can be interpreted that the population is the entire subject and object that has the characteristics to be studied.

In this study, the researchers took the population of all eleventh graders of SMAN 1 Karangdowo which consisted of science and social studies classes. The following table shows the population of SMAN 1 Karangdowo Klaten:

Table 3.3 Table of Population

Class	Students
XI Science 1	36
XI Science 2	36
XI Science 3	36
XI Science 4	36
XI Science 5	36
XI Science 6	36
XI Social 1	36
XI Social 2	36
XI Social 3	36
XI Social 4	36
Total	**360**

b) Sampling

Sampling is a process in selecting individuals to be studied. This means that sampling is the technique that will be used to determine the sample unit to be studied (Wallen, 2011). In this study *Cluster Random*

Sampling. Samples can be taken using cluster random sampling because the class population at SMAN 1 Karangdowo consists of several clusters. Cluster random sampling is a technique in which the object and source being studied are very broad and clustered so that the sample collection is based on a defined population area (Sugiyono, 2019). Based on random 10 classes consisting of 5 science classes and 5 social studies, it can be obtained a research sample of 2 classes from XI science 1 and XI social 3. In the selection of samples with consideration that students get the same reading method and equal class division.

c) **Sample**

The sample is a number of members of the total population that have the appropriate provisions or characteristics (Sugiyono, 2019). This means that the sample applied must be able to represent and reflect that contained in the population. In this study, the researcher took samples from two classes, namely class XI IPA 1 and class XI IPS 3. The selection was based on the sample obtained from the cluster random technique. The two classes were grouped into a control class and an experimental class. The following is a description of the control class and experimental class:

Table 3.4 Table of Sample

Class	Students
XI Science 1	36
XI Social 3	36
Total	**72**

D. **Techniques of Colleting The Data**

In collecting data in this study it is useful to obtain the data needed in this study. This study used a multiple choice test. Data collection has been carried

out by applying the pre-test and post-test. The pre-test was applied before the treatment of the control class, then the post-test was given after the treatment of the control class and the experimental class. Here are the steps.

a. Pre-test

In the pre-test, researchers did before the application of learning using the PQRST method. This pre-test was given to see the students' ability in reading comprehension of narrative text material. In the pre-test, they chose to use the multiple choice type which contained 30 questions on narrative text material. Application of pre-test to see the ability of students before being given treatment. During the pre-test, students were given 30 minutes to answer the questions given.

b. Treatment

Treatment was given once to students after the pre-test. The treatment was given to the experimental class with the PQRST method, while the control class did not use the PQRST method in learning. Treatment aims to improve students' understanding of narrative text material easily. Treatment was applied using the PQRST method.

c. Post-test

The Post-test was given after the implementation of the pre-test. In the post-test the questions were given differently from the pre-test questions, but the level of difficulty in the questions was almost the same. Post-test was given to find out students' reading comprehension after being given treatment. The post-test consists of 30 multiple choice questions on narrative text. The application

of post-test to see the final score of students in reading comprehension after given the treatment.

E. Research Instrument

The research instrument is very important in experiments because the instrument can affect the reliability of the data obtained in the study. The instrument was used to gather evidence from the data required in the study. In this study, the instrument to be used was a data collection test instrument. The test was used to find out how well students understand the reading comprehension material in narrative text. The test is an instrument to measure a person's skills, performance and insight (Brown, 2004).

The test was given in the form of pre-test and post-test. Each test consists of 30 multiple choice questions, namely a, b, c, d, and e. The test material is in accordance with the syllabus in grade 11 SMA, namely material about narrative text, students in doing the test were asked to choose the most correct answer according to them. This test took two types of tests: the first was a pre-test which was carried out before the treatment, and the post-test which was carried out at the end after the treatment, the next test was used to see the score of reading comprehension in the experimental class and the control class.

Table 3.5 table of Blue Print

Construct / Definition	Dimension	Sub-Dimension	Indicator	Sub-indicator	Test format	Item number — Pre test	Item number — Post test
Reading is one of the most important skills that must be mastered by students and then developed wherever they are. A reader applies their particular abilities to reading comprehension and their success in understanding reading texts depends on this particular ability	Level understanding from the reading comprehension text	Narrative text	Understand and understand the simple functions of narrative text to interact with the environment	1. Identify main paragraph 2. Identifying important information 3. To finding character/ understanding character 4. Finding massage 5. Understanding refers to 6. Finding fact the text 7. Finding antonym and synonym	Multiple choice	(3,10,13,22,28,30) (1,2,7,8,11,12,14,19,21,25,29) (15) (16,23) (4,17,24,27) (6) (5,9,18,20,26)	(1,5,13,21,27) (2,6,7,14,15,16,18,20,23,25) (3,10,19,29) (4,12,22,26) (19,11,17) (30) (8,24)

F. Validity and Reliability

To declare an instrument valid is to see whether the instrument can be a benchmark for what should be measured (Sugiyono, 2019). Valid and reliable instruments are one of the conditions to determine whether or not a research is valid. A good instrument in the form of a test must be declared valid and reliable.

a. Validity

Item validity was used in research to determine the validity of each question item. Item validity to describe whether each item is valid or not. Calculating

the validity of the questions in this study uses SPSS 26 to find out whether each item is valid or not.

According Duwi Priyanto (2011) to testing on each item, questions can be done in two ways, among others :

a. Seeing whether each item is valid, seen from a significant value that is less than 0.05, the item is valid, but if the significant value is more than 0.05, the item is invalid.

b. The next way is to compare the r count (*Pearson correlation value)* with the r table. Explanation if r count $\geq$ r table, then the item is declared valid. If r count $\leq$ r table, then the item is declared valid.

This study uses the second way to find out whether each item is valid or not. The number of students for validation of Pre test is 30 so the value of r count is 0.361 there are 27 valid questions that are more than r count, namely questions1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,27,28, 29,30. There are 2 questions that are invalid because the r table is smaller than the r count, namely item questions 25 and 26. The validation table is in the appendix. Validation of post test questions there are 30 questions with a sample of 30 students there are 27 item items that are considered valid in the posttest questions,namely1,2,3,4,5,6,7,8,9,10,11,13,14,15,16,17,18,19,20,21,24,25,26,2 7,28,29,30. There are 3 questions were invalid the r table was smaller than the r count, namely 12, 22 and 23.

b. Reliability

Reliability can be seen from how minimal errors occur in the test so as to minimize errors in the test. Reliability in measuring the item questions is done

consistently. The test is said to be reliable if it gives the same results. Knowing the categorization of the reliability coefficient, researchers use the categorization of (Suharto, 2016). The results of the try out Pre-Test and Post Test before being given were measured using Cronbach Alpha using the SPSS 26 application.

Table 3.6 The Value of Reliability Coefficient

No.	Reliability Coefficient	Category
1.	0,800 – 1,000	Very High
2.	0,600 – 0,799	High
3.	0,400 – 0,599	Fair
4.	0,200 – 0,399	Low
5.	0,00 – 0,199	Very Low

To find out the items on students' reading comprehension so that students can understand narrative texts. Following are the results of reliability:

Table 3.7

The result of reliability Pre Test

Reliability Statistics

Cronbach's Alpha	N of Items
.952	30

Table 3.8 The result of reliability Post test

Reliability Statistics

Cronbach's Alpha	N of Items
.945	30

The results show that 0.952 for the pre test questions which fall into the very high category, while the post test questions also show a very high category with a result of 0.945.

G. Techniques of Analyzing the Data

The next stage is the data analysis stage. In data analysis, the results of the pre-test and post-test were used to evaluate the data. Test results were explained by the scores of the students' pre-test and post-test results. Following are the steps in data analysis.

1. Data Descriptive

   a. Make diagrams into two values, namely from the experimental class and the control class.

   b. Make an mean, minimum, maximum scores and calculating the standard deviation with SPSS 26, with the following steps :

      1) The first step was prepared the data to be analyzed.

      2) Open the SPSS application, then click the variable view located in the lower left corner. In the name section it was replaced with "score/value", in the decimals section it was replaced with the number 0, then in the label section, type the title of the value to be analyzed and in Measure select scale, in other sections ignore it and keep it as before.

      3) Click the data view which is located in the left corner, then enter the value to be analyzed.

      4) Next, in the main SPSS view, select Analyze, then click Descriptive Statistics, then select "Descriptives".

      5) After that the "Descriptives" dialog appears then fill in the variable(s) box with the desired variable.

      6) Do the desired descriptive statistical analysis, click Options so that the "Descriptives: Option" dialog box appears, then check the desired statistics

here, such as Mean, Std Deviation, Variance, Maximum, Minimum, Sum and Range.

7) Next, click continue and ok, the Descriptive Statistics SPSS output display will appear.

2. Pre-requisite Test

Pre-requisute is the first stage carried out to determine the feasibility of a data before the t-test and hypothesis testing stages. In the pre-requisite divided into two tests, among others; normality and homogeneity.

a. Normality Test

Define that the normality test was used to determine whether the population data is normally distributed. To test the normality of the data of the control class and the experimental class used the normality test with SPSS 26 following the steps:

1) Click Analyze then select Descriptive Statistics, then select explore.

2) Move the numerical/quantitative variables to the Dependent List column, while the qualitative variables were moved to the Factor List column.

3) Click Statistics and make sure the Descriptive section was checked, then click continue.

4) Select Plots, then check Normality plots with tests, click Continue and Ok

5) Results can be seen in the output.

This study used the Kolmogorov-Smirnov technique. The normality test was carried out for both groups, the Kolmogorov-Smirnov test can be described if the P value was greater than or equal to 0.05 then it was

declared normal. If it is below 0.05, the data distribution deviates significantly from the normal distribution.

b. Homogeneity Test

Homogeneity to find out whether two or more group samples were homogeneous or not, to find out the homogeneity with SPSS 26 with steps :

1) Open Data view in spss, click Analyze - Descriptives - Explore

2) A dialog box appears, fill in the variables that will be tested in the Dependent List column.

3) Click Plots, in the "Spread vs Level with Levene Test" section check Power Estimation and click Continue.

4) Then click OK, the analysis results were displayed in the output window.

To find out the homogeneity test criteria as below:

a. If the significance or Sig. <0.05 then declared not the same (not homogeneous)

b. If the significance or Sig. >0.05 then stated (homogeneity).

3. Hypothesis Test

The hypothesis test is to find out whether there is a difference between students who used the PQRST method and those who used the conventional method on reading comprehension in narrative texts. The Calculation of hypothesis testing using the T-test, this T test using Independent T test to find out the results of the T test using the SPSS 26 application with steps :

1) Open the SPSS application, then click Variable View, then enter the stage of filling in the variable properties.

2) Fill in the properties in the "values" section for the group variable, click the "None" column until the "Value Label" dialog appears, then enter 1 in the "Value" box and enter group A in the "Label" box, then click "Add".

3) Next, re-fill the "Value" box with 2 and the "Label" box, type group B then click "Add" and "Ok".

4) The next step is to click "Data view", for the Results variable, fill in the student learning outcomes for group A, then continue with Group B below it.

5) Next, click Analyze - Compare Means - Independent Sample T test.

6) Enter the Learning Outcomes variable in the Independent T Test dialog box into the "Test Vaiable(s)" box, then enter group B variables into the "Grouping Variable" box.

7) Click "Define Groups" a dialog box will appear. In the "Group 1" dialog box, enter the number 1 then and "Group 2" enter the number 2, then click Continue.

8) Finally Click "Ok", the result will appear SPSS output.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents some of the results of this research from Research Finding and Discussion. Research finding consisting of 1. Descriptive analysis, 2. Prerequisite test, 3. Statistical analysis, and discussion of the results of the research. The explanation is described as follows.

A. Research Findings

In this study explains the results of the research in the form of values from the experimental class and the control class. The researcher obtained the data and then analyzed it using the Independent t test and for data processing the researcher used the SPSS 26 application. These findings include: 1. Descriptive analysis, 2. Prerequisite test, 3. Statistical analysis.

1. Description of Analysis

In this study, the findings of data on pre-test scores and post-test scores were obtained from 36 students from Science 1 class as the experimental class that applied the PQRST method and 36 students from Social 3 class as the control class. The data were analyzed to determine whether the PQRST method had a significant effect on students' reading comprehension of narrative texts. Each class is given a multiple choice question test with a total of 30 questions for the test and post-test. In this study, data were taken in the form of average student scores, variances, and standard test deviations.

a. The Data of Pre Test

The pre-test was carried out before treatment on October 4th 2022 for the experimental class and on October 7th 2022 for the control class. Giving a pre

test is done to measure how far students' understanding of reading comprehension in narrative texts. The results of the pre-test scores for the control and experimental classes can be seen as follows:

Table 4.1 Pre-test Score Experiment Class and Control Class
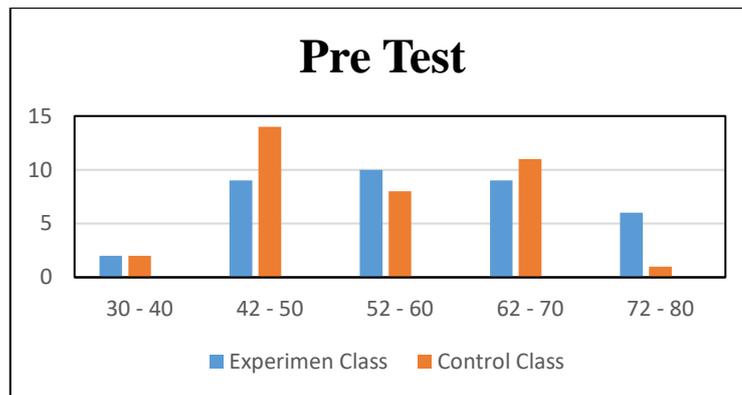
Pre Test

It can be seen in the picture above that the difference in scores on the pre-test is not too far. The low score obtained was 30 and the highest score was 78. In the picture above it can be seen that the score of 30-40 has the same number of students, namely 2 students. (Complete data on pre-test values can be seen in the appendix).

Based on the table above, the control class and the experimental class are not much different, the scores of the experimental class are superior to the control class but not much different.

b. **The Data of Post Test**

The Post Test was given to the control and experimental classes after implementing the treatment in class on November 1st 2022 and November 4th 2022. The Post test was administered to measure students' reading comprehension of narrative texts that had been taught using the PQRST method. The following picture below shows the post test scores in each class:

Table 4.2 Post-test Score Experiment Class and Control Class
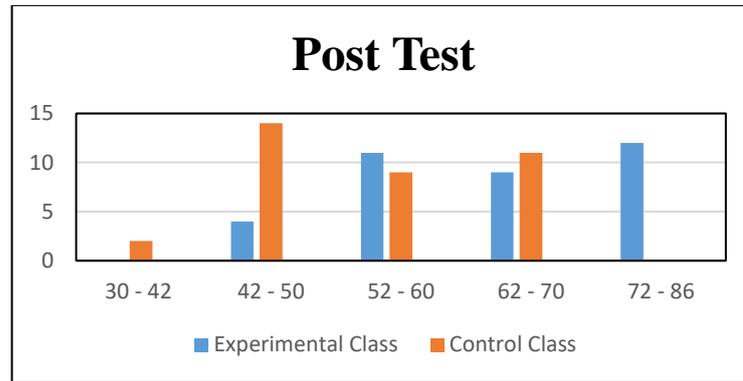
Post Test

Based on the table above, the control class and experimental class have a significant difference in the post-test scores. The score control class has the lowest score between 30-46 while the experimental class has the lowest score between 40-46. This is the student who gets the lowest score in the control class as many as 11 students while for the experimental class there are 4 students, then the highest score is in the experimental class.

Just like the lowest score, for the highest score on the post test the difference between classes is very different. In the control class, the highest score was 70, while the highest score for the experimental class was 86. By looking at the comparison of the highest and lowest scores, the post-test scores were significantly different between the control class and the experimental class. The highest score, namely between 72-86, was obtained by the experimental class by applying the PQRST method to reading comprehension. So, it can be concluded that there is a significant influence on the use of the PQRST method in reading comprehension of narrative texts.

c. **Gained Score Pretest and Post test**

Gained score is used to determine the effectiveness of the application of methods in research. The purpose of the gained score is to determine the

significant effect of using the PQRST method on reading comprehension of narrative texts. Gained score is obtained by subtracting the pre-test and post-test scores obtained by each student. The following below is the gained score table:

Table 4.3 Gained Score Pre-test and Post test
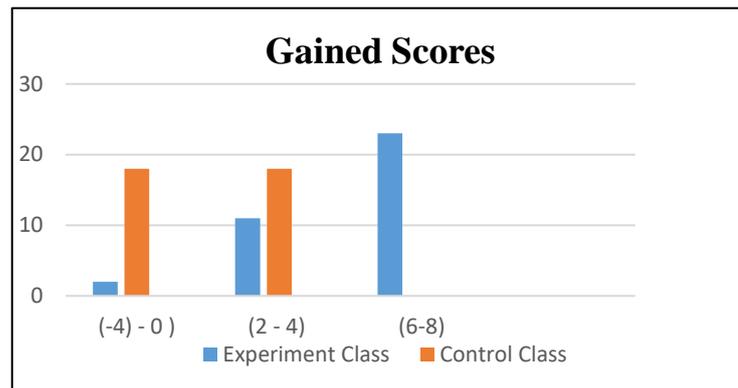
Based on the table above, the difference between the control and experimental classes has a big difference. In the control class the lowest gained score was between (-4) - 0 while the lowest gained score in the experimental class was (-2) - 0. The difference in the highest scores between the control and experimental classes also had a large difference, the highest gained scores in the control class ranged from 2 - 4 while for the experimental class range 6 - 8. (To see the complete gained score, see the appendix).

After the description of the pre-test and post-test scores of the control and experimental class students, next is the explanation of the frequency and percentage of scores from pre-test and post-test, the means, the standard deviations, the minimum and the maximum of the reading comprehension pre-test and post-test scores using the SPSS 26 application. The following table describes the descriptive statistics :

d. Control Class Pre-test Data

1) Frequency Distribution of Control Class Pretest Scores

The frequency distribution of pretest scores in the control class can be presented in the following table:

Table 4.4 Frequency Distribution of Control Class Pretest Scores

NO	Control Class		
	Interval	Frequency	Percentage
1.	30-42	5	14%
2.	44-48	8	22%
3.	50-54	5	14%
4.	56-62	10	28%
5.	64-68	4	11%
6.	70-72	4	11%
	Total	36	100%

From the frequency distribution table for the pre-test control class above with a total of 36 students. Grades 30-42 there are 5 students with a percentage of 14%. Value 44-48 there are 8 students with a percentage of 22%. Value 50-54 there are 5 students with a percentage of 14%. Value 56-62 there are 10 students with a percentage of 28%. Value 64-68 there are 4 students with a percentage of 11%. Value 70-72 there are 4 students with a percentage of 11%.

2) Descriptive Statistics of Control Class Pre Test

The Descriptive Statistics of pre-test scores in the control class can be presented in the following table :

Table 4.5 Descriptive Statistics of Control Class Pre -Test

Statistics Pre Test Control Class		
N	Valid	36
	Missing	0
Mean		54.56
Median		55.00
Mode		48
Std. Deviation		10.360
Range		42
Minimum		30
Maximum		72

Based on the table above it can be seen that in the descriptive statistics of the control class pre-test, the results of the control class mean pre-test were 54.56, median 55.00, mode 48 and standard deviation 10.360. Other results from the control class pre-test showed a range value of 42, a minimum value of 30 and a maximum value of 72.

e. **Control Class Post-test Data**

1) Frequency Distribution of Control Class Post-test Scores

The frequency distribution of post-test scores in the control class can be presented in the following table:

Table 4.6 Frequency Distribution of Control Class Posttest Scores

NO	Control Class Post-test		
	Interval	Frequency	Percentage
1.	32-42	3	8%
2.	44-48	9	25%
3.	50-58	9	25%
4.	60-64	8	22%
5.	66-70	7	20%
	TOTAL	36	100%

From the distribution table for the control class post-test frequency above with a total of 36 students. Grades 32-42 there are 3 students with

a percentage of 8%. Value 44-48 there are 9 students with a percentage of 25%. Value 50-58 there are 9 students with a percentage of 25%. Value 60-64 there are 8 students with a percentage of 22%. Value 66-70 there are 7 students with a percentage of 20%.

2) Descriptive Statistics of Control Class Post-Test

The descriptive statistics of post-test scores in the control class can be presented in the following table:

Table 4.7 Descriptive Statistics of Control Class Post-Test

Statistics		
Post Test Control Class		
N	Valid	36
	Missing	0
Mean		54.83
Median		55.00
Mode		48
Std. Deviation		9.446
Range		38
Minimum		32
Maximum		70

Based on the table above it can be seen that in the descriptive statistics of the control class post-test, the results of the control class mean pre-test were 54.83, median 55.00, mode 48 and standard deviation 9.446. Other results from the control class post-test showed a range value of 38, a minimum value of 32 and a maximum value of 70.

f. Experimental Class Pre-test Data

1) Frequency Distribution of Experimental Class Pretest Scores

The frequency distribution of pretest scores in the control class can be presented in the following table:

Table 4.8 Frequency Distribution of Experimental Class Pretest Scores

NO	Experimental Class Pretest Scores		
	Interval	Frequency	Percentage
1.	38-44	4	11%
2.	46-52	8	23%
3.	54-58	7	19%
4.	60-64	5	14%
5.	66-70	5	14%
6.	72-78	7	19%
	Total	36	100%

From the frequency distribution table for the pre-test experimental class above with a total of 36 students. Grades 38-44 there are 4 students with a percentage of 11%. Score 46-52 there are 8 students with a percentage of 23%. Score 54-58 there are 7 students with a percentage of 19%. Score 60-64 there are 5 students with a percentage of 14%. Score 66-70 there are 5 students with a percentage of 14%. Score 72-78 there are 7 students with a percentage of 19%.

2) Descriptive Statistics of Experimental Class Pre-Test

The descriptive statistics of pretest scores in the experimental class can be presented in the following table:

Table 4.9 Descriptive Statistics of Experimental Class Pre-Test

Statistics Pre-Test Experimental Class		
N	Valid	36
	Missing	0
Mean		59.11
Median		58.00
Mode		48
Std. Deviation		11.217
Range		40
Minimum		38
Maximum		78

Based on the table above it can be seen that in the descriptive statistics of the Experimental class pre-test, the results of the experimental class mean pre-test were 59.11, median 58.00, mode 48 and standard deviation 11.217. Other results from the control class pre-test showed a range value of 40, a minimum value of 38 and a maximum value of 78.

g. **Experimental class Post-test data**

1) Frequency Distribution of Experimental Class Pretest Scores

The frequency distribution of pretest scores in the experimental class can be presented in the following table:

Table 4.10 Frequency Distribution of Experimental Class Pretest Scores

NO	Experimental Class Posttest Scores		
	Interval	Frequency	Percentage
1.	46-52	6	17%
2.	54-58	7	19%
3.	60-64	6	17%
4.	66-70	5	14%
5.	72-76	5	14%
6.	78-86	7	19%
	Total	36	100%

From the frequency distribution table for the pre-test experimental class above with a total of 36 students. Scores 46-52 there are 6 students with a percentage of 17%. Scores 54-58 there are 7 students with a percentage of 19%. Score 60-64 there are 6 students with a percentage of 17%. Score 66-70 there are 5 students with a percentage of 14%. Score 72-76 there are 5 students with a percentage of 14%. Score 78-86 there are 7 students with a percentage of 19%.

2) Descriptive Statistics of Experimental Class Post-Test

Table 4.11 Descriptive Statistics of Experimental Class Post-Test

Statistics		
Post-Test Experimental Class		
N	Valid	36
	Missing	0
Mean		64.56
Median		64.00
Mode		78
Std. Deviation		11.096
Range		40
Minimum		46
Maximum		86

Based on the table above it can be seen that in the descriptive statistics of the Experimental class post-test, the results of the experimental class mean pre-test were 64.56, median 64.00, mode 78 and standard deviation 11.096. Other results from the control class pre-test showed a range value of 40, a minimum value of 46 and a maximum value of 86.

2. Prerequisite Test

Preliminary analysis is one of the first steps to find out whether the data can be accepted or not as a condition for the t-test or hypothesis testing. Preliminary analysis consists of normality test and homogeneity test.

a. Normality Test

In this study, the normality test was used to determine whether the scores showed a normal distribution. This study used the Kolmogorov-Smirnov normality test. Kolmogorov-Smirnov test p value is greater than 0.05, so it can be said to be normal but if the p value is below 0.05 the data is not normally distributed. The following is the normality test table for the pre-test and post-test for the two groups:

Table 4.12 Test of Normality

		Kolmogorov-Smirnov[a]		
	Kelas	Statistic	df	Sig.
Hasil Belajar Siswa	Pre Test Eksperimen	.092	36	.200*
	Post test Eksperimen	.104	36	.200*
	Pre Test Kontrol	.114	36	.200*
	Post Test Kontrol	.140	36	.072

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it can be seen that the sig/p value in the experimental group's pre-test was 200 and greater than 0.05 (200> 0.05), so it can be said to be normally distributed. The sig/p value in the experimental class post-test is 200 and greater than 0.05 (200> 0.05) so that it is normally distributed. The sig/p value in the control group's pre-test was 200 greater than 0.05 (200 > 0.05) so that it could be said to be normally distributed, for the control group's post-test p value was 0.72 greater than

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0.05 (0.72>0.05) can be said to be normally distributed. So, it can be

concluded that each data is normally distributed.

b. Homogeneity Test

Homogeneity test was used to determine whether each sample

showed homogeneous results or not. The homogeneity test in this study

used the Levine-test One Way Anova test applied to pre-test and post-test

data. It can be said to be homogeneous if the significant value is greater

than the significant level value of 0.05. The homogeneity test results can

be seen below :

Table 4.13 Test of Homogeneity

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.025	1	70	.875
	Based on Median	.042	1	70	.838
	Based on Median and with adjusted df	.042	1	68.783	.838
	Based on trimmed mean	.025	1	70	.876

Based on the table above it can be seen that the sig/p value in the data

is more than 0.05, it can be said that the data is homogeneous.

3. Hypothesis Testing

a. Independent T test

Testing the hypothesis in this study using the independent t test, the

Independent t test is a test with the ability to generalize the average data of

two samples that are not correlated (Sugiyono, 2017). Independent t test is

a parametric test to find out whether there is a difference between the means

of the two unpaired groups and the subjects tested with different objects. In

testing the T test using the Independent sample t test to find out whether there is a difference in the mean score in the control class and the experimental class. In this test using 2 tailed because in this test the direction is unknown, to find out whether or not there is a relationship between variable X and variable Y.

Table 4.14 Independent Samples T test results

Independent Samples Test				
			Reading Comprehension	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		1.191	
	Sig.		.279	
t-test for Equality of Means	T		9.585	9.585
	Df		70	65.871
	Sig. (2-tailed)		.000	.000
	Mean Difference		5.167	5.167
	Std. Error Difference		.539	.539
	95% Confidence Interval of the Difference	Lower	4.092	4.090
		Upper	6.242	6.243

To find out whether the PQRST method is effective in reading comprehension, it can be seen from the gained scores between the pre-test and post-test in both classes made into descriptive statistics. Below are the pre-test and post-test scores for both classes :

Table 4.15 Statistic Description Gained Score Pre test and Post test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Reading Comprehension	Experiment Class	36	5.44	2.557	.426
	Control Class	36	.28	1.980	.330

Based on the output table of the t test results, it is obtained that sig/p 2 tailed 0.00 can be interpreted as smaller than 0.05, thus the hypothesis can be accepted. It can be interpreted that the use of the PQRST method has significant differences in reading comprehension which can be seen in the post test scores of the two classes. The final result can be concluded that the hypothesis "There are significant differences in reading comprehension using the PQRST method with students taught without using the PQRST method."

Based on the results of the descriptive analysis, the mean gain score was obtained in the experimental group = 5.44 and in the control class = 0.28. This means that the value added to students using the PQRST method is higher than students using the conventional method. Thus, it can be concluded that the administration of the PQRST method has a significant effect on students' reading comprehension in narrative texts.

B. Discussion

Based on the research conducted in eleventh grade at SMAN 1 Karangdowo, it was taken into two classes, Science 1 as the experimental class and Social 3 as the control class, with 36 students in each class. There were differences in the two classes between the experimental class and the control class. In the experimental class, reading comprehension in narrative text was applied using the PQRST (Preview, Question, Read, Summarize, and Test) method, while the control class used the conventional method with PPP (Presentation, Practice, Production). This research is to find out whether there is a significant effect of applying the PQRST method on students' reading comprehension in narrative texts at the eleventh grade. The application of the PPP method to the control class is used to teach English in reading comprehension to make it easier for students to learn English because learning English requires several methods to improve students in learning English. The PPP method is one of several methods to make it easier to learn English, without considering other ways of understanding, regardless of students' abilities (Harmer, 2007). English has several skills, namely writing, reading, listening, speaking in this study using one of the English language skills, namely reading, because reading is important for everyone to learn English. In contrast to understanding seen from the results of reading the text, while the ability is seen as a procedure of reading the text.

Reading Ability to read is the potential contained in a person in reading (Sulistyaningra, 2016) one of the related theories about reading. The application of reading comprehension using the PQRST method to the experimental class

was carried out in September 2022 which was carried out with a pre-test first to measure how far students' ability in reading comprehension was before applying the PQRST method. After the pretest is carried out, the treatment will be applied by learning reading comprehension using the PQRST method, the treatment is carried out 5 times to determine the effectiveness of the PQRST method and to find out whether there is an effect before the application of the PQRST method and after the application of the PQRST method. After applying the PQRST method treatment, the experimental class was given a multiple choice post-test with 30 post test questions given to determine the effect of applying the PQRST method on the results obtained by students in the post test. After the experimental class, the control class also received a pretest beforehand to measure how far students' understanding of reading comprehension was in the narrative text pretest questions with multiple choice types with a total of 30 questions. After applying the pre-test, the control class did regular learning using the conventional method, namely the PPP method. The control class and the experimental class have equal abilities so that there is no privilege between the two groups. After learning the control class did a post test to find out the students' results on reading comprehension in narrative text, the post test questions were given in multiple choice form with a total of 30 questions. After that the results of the control and experimental classes were compared to find out the effect of the PQRST method, the experimental class which implements the PQRST method with a control class that does not apply the PQRST method.

The application of the method to the experimental class made students interested in learning English, especially when given narrative texts directly

applying the PQRST method they learned during the treatment. during the ongoing treatment, students were helped when they experienced difficulties in reading texts, especially in the narrative texts given. The situation was related to the theory of PQRST is simple activity plan to overcome students who have difficulty in reading text comprehension (Westwood, 2002). In learning using the PQRST method which was applied to the experimental class it was found that before the application of the PQRST method and after the application of the PQRST method there were differences before the application of the students had difficulty understanding and remembering the contents of the text, after the application of the PQRST method the experimental class students became more understanding of the meaning of the text and made it easier students in understanding the contents of the text by following the steps contained in the PQRST method. In this situation according to the theory that the PQRST strategy is suitable for improving reading for students from (Miqawati & Sulistyo, 2014). The results of this study are in accordance with previous research from (Ires Sepris Yesi, 2018) which found results that the PQRST method was effective for improving students' reading comprehension at MTs Laboratory Jambi 2018/2019. This is also in accordance with the journal research from Putra (2021) , said that the PQRST method was an alternative and affective method for teachers to teach reading to X TB 1 and X OTKP 2 students at SMKN 1 Ampek Angkek and can help students to solve their problems in reading comprehension difficulties.

Data processing in this study used the SPSS version 26 application for accurate results. Before processing the data, validation and reliability of the

questions were carried out first. The difference in the mean pre-test and post-test scores between the two classes experienced a significant difference, the mean pre-test for the experimental class was 59.11 while the mean pre-test for the control class was 54.56. After applying the method to each class, it can be seen that the mresults of the mean post-test between the two classes, the mean post-test for the experimental class was 64.56 while for the control class it was 54.83. This shows that the experimental class and control class experienced an increase after treatment in both classes with the application of each method, with the results of the experimental class score 59.22 becoming 64.56 experiencing an increase of 5.34 points while the control class was 54.56 becoming 54. 83 scores increased by 0.27. It can be seen that the method of implementing the PQRST method is one of the strategies to improve reading comprehension in narrative texts, to make it easier for students to remember the main points of reading contained in the text so that they can answer questions maximally. The theory that can be proven from Papathanasiou et al., (2013)   Based on the independent sample t test, obtained from the gained scores between the 2 groups of pre-test and post-test scores with each producing a sig/p 2 tailed value of 0.00, which means it is smaller than 0.05 the results show that there is an effect of using the PQRST method on reading comprehension in narrative texts in eleventh grade students in the academic year 2022/2023. It can be proven that the scores in the experimental class are higher than those in the control class. Other results in this study prove several related theories and studies. The theory that can be proven from Wormeli (2004) that PQRST method is one of the effective methods for

reading comprehension which can improve students' scores in English tests, especially reading comprehension.

It was found that the PQRST method for reading comprehension in narrative text in eleventh grade was declared effective by looking at the mean gain score between the control class and the experimental class. The mean gain score of the experimental class was 5.44 while for the mean gain score of the control class was 0.28, it can be stated that the mean gain score of the experimental class is higher than the control class and it can be stated that the PQRST method is effective on reading comprehension in narrative texts in class eleven SMAN 1 Karangdowo. From these results it can be said that there was an effect of applying the PQRST method to students' reading comprehension in narrative texts in eleventh grade of SMAN 1 Karangdowo Klaten. Another result was found from previous research that the results of applying the PQRST method to eleventh grade of Bina Satria Medan Vocational School in reading skills, in the experimental class had a higher value so that it could be concluded that the PQRST method was effective in improving students' reading comprehension and there was an influence on the PQRST method in eleventh grade students of Bina Satria Vocational High School (Miftahul Huda, 2021).

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the results of the analysis and discussion above, it can be concluded that there is a significant effect of the PQRST method on reading comprehension in narrative texts in the eleventh grade of SMAN 1 Karangdowo in the academic year 2022/2023.

Based on the results of the analysis and discussion above, it can be concluded that there is a significant effect of the PQRST method on reading comprehension in narrative texts in the eleventh grade of SMAN 1 Karangdowo in the academic year 2022/2023. It can be seen the difference in the results of the two class scores, namely the control class and the experimental class where the score of the experimental class is higher than the score of the control class. The results of the mean post-test scores between the two classes, the experimental class got a mean of 64.56 while for the control class got a mean of 54.83. Based on the independent sample t test, obtained from the gained scores between the 2 groups of pre-test and post-test scores with each producing a sig/p value of 0.00>0,05, which means it is smaller than 0.05 the results show that there is an effect of using the PQRST method on reading comprehension in narrative texts in eleventh grade students in the academic year 2022/2023. It can be proven that the scores in the experimental class are higher than those in the control class.

The mean gain score of the experimental class was 5.44 while for the mean gain score of the control class was 0.28, it can be stated that the mean gain score

of the experimental class is higher than the control class and it can be stated that the PQRST method is effective on reading comprehension in narrative texts in class eleven SMAN 1 Karangdowo. The PQRST method was applied to improve students' reading comprehension and be able to understand the contents of the reading text given so that students can do the test with good results. The application of the PQRST method had an effect on students' understanding compared to before the application of the PQRST method.

B. Suggestions

After completing the research, the researcher made several suggestions to students, teachers and other researchers:

1. To the Students

The application of the PQRST (Preview, Question, Read, Summarize and Test) method to students' reading comprehension is an interesting method that is expected to be used as a solution for students to apply the PQRST method in learning English, especially in reading comprehension. In other words, students are expected to apply the PQRST method which can make it easier for students to understand the contents of the text and make students more active, motivated because there are steps in understanding reading texts, especially narrative texts.

2. To the Teacher

As a teacher, they have to apply the right method for students in learning English, especially in reading comprehension. There are many methods in learning, the PQRST method (Preview, Question, Read, Summarize and Test) can be an alternative method for English teachers to

apply to student learning so that it can make learning more interesting and create a new atmosphere with the application of the PQRST method.

3. To Other Researchers

For other researchers who want to research using the same topic, the researcher suggests that other researchers can further develop and make more interesting differences by applying various other learning methods in the learning process.

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APPENDICES

APPENDIX 1 : Validation of Pre-test questions

No. Question	r count	r table	Explanation
1.	0.361	0.745	V
2.	0.361	0.546	V
3.	0.361	0.774	V
4.	0.361	0.642	V
5.	0.361	0.676	V
6.	0.361	0.617	V
7.	0.361	0.391	V
8.	0.361	0.717	V
9.	0.361	0.589	V
10.	0.361	0.688	V
11.	0.361	0.605	V
12.	0.361	0.617	V
13.	0.361	0.881	V
14.	0.361	0.798	V
15.	0.361	0.401	V
16.	0.361	0.676	V
17.	0.361	0.532	V
18.	0.361	0.844	V
19.	0.361	0.786	V
20.	0.361	0.547	V
21.	0.361	0.786	V
22.	0.361	0.688	V
23.	0.361	0.642	V
24.	0.361	0.786	V
25.	0.361	0.264	NV
26.	0.361	0.126	NV
27.	0.361	0.859	V
28.	0.361	0.642	V
29.	0.361	0.655	V
30.	0.361	0.774	V

APPENDIX 2 : Validation of Post-test questions

Question	r count	r table	Explanation
1.	0.361	0.661	V
2.	0.361	0.681	V
3.	0.361	0.659	V
4.	0.361	0.904	V
5.	0.361	0.802	V
6.	0.361	0.569	V
7.	0.361	0.732	V
8.	0.361	0.809	V
9.	0.361	0.598	V
10.	0.361	0.440	V
11.	0.361	0.774	V
12.	0.361	0.293	NV
13.	0.361	0.784	V
14.	0.361	0.784	V
15.	0.361	0.672	V
16.	0.361	0.431	V
17.	0.361	0.623	V
18.	0.361	0.555	V
19.	0.361	0.464	V
20.	0.361	0.735	V
21.	0.361	0.595	V
22.	0.361	0.095	NV
23.	0.361	0.127	NV
24.	0.361	0.560	V
25.	0.361	0.606	V
26.	0.361	0.775	V
27.	0.361	0.631	V
28.	0.361	0.855	V
29.	0.361	0.805	V
30.	0.361	0.664	V

APPENDIX 3 : Control Class Pre-test and Post-test Scores

No	Initial name of students	Score Pre-test	Score Post-test
1.	ADJ	48	50
2.	AR	58	60
3.	AHA	38	40
4.	AFA	48	50
5.	AFD	50	50
6.	AP	58	60
7.	ADK	68	64
8.	ANF	62	64
9.	AKK	48	48
10.	BNR	68	66
11.	DSP	50	48
12.	DRR	70	68
13.	DWPP	44	46
14.	DJK	56	58
15.	DR	64	66
16.	EPB	56	58
17.	FS	56	58
18.	GS	48	48
19.	GIM	62	62
20.	GBR	42	44
21.	IHP	46	48
22.	JJP	70	66
23.	MBS	72	70
24.	MFA	48	46
25.	NIP	42	44
26.	NA	62	60
27.	RKK	46	48
28.	RKH	52	50
29.	RAA	58	60
30.	RPSA	66	66
31.	RFD	30	32
32.	SB	70	68
33.	SADAP	50	52
34.	TBF	62	62
35.	YWPU	54	52
36.	YS	42	42

APPENDIX 4 : Experimental Class Pre-test and Post-test Scores

No	Initial name of students	Pre-test Score	Post-test Score
1.	AR	64	72
2.	AJA	72	78
3.	ANK	58	64
4.	AAP	62	70
5.	ADS	74	78
6.	CAK	48	52
7.	CBKD	70	78
8.	CENS	56	58
9.	CNG	44	50
10.	DNF	54	60
11.	DDS	68	74
12.	DF	78	82
13.	EWS	42	46
14.	FF	70	70
15.	FGM	72	78
16.	FAD	48	54
17.	GOKC	40	48
18.	LSI	58	60
19.	MNAH	74	80
20.	MNJ	38	46
21.	MSD	60	68
22.	NR	64	72
23.	NF	72	76
24.	NDMY	58	60
25.	NAR	46	50
26.	NE	68	66
27.	NYN	52	58
28.	OKK	64	72
29.	PA	56	64
30.	PHG	52	58
31.	RBASM	78	86
32.	SSH	48	54
33.	TAM	48	56
34.	WAK	66	68
35.	ZCD	54	62
36.	ZAR	52	56

Lesson Plan

(Control Class)

Sekolah   : SMAN 1 Karangdowo

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Narrative Text

Alokasi Waktu   : 2 × 45

Pertemuan   : Pertemuan 1

Kompetensi   : Membaca

A. Standar Kompetisi Membaca

1.1/1Memahami makna pada teks tulis fungsional pendek yang sederhana berbentuk teks narrative berkaitan dengan lingkungan terdekat.

B. Kompetisi Membaca

1.1.2 Merespon makna dan langkah retorika dalam pilihan ganda sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

C. Indikator

- Mengidentifikasi informasi pada teks narrative text secara benar

D. Tujuan Pembelajaran

- Menemukan informasi yang ada pada teks secara benar
- Dapat menjawab pertanyaan dengan tepat

E. Materi Pembalajaran

- Lampiran 1

F. Metode Pembelajaran

PPP (Presentation, practice, production).

G. Langkah – langkah Kegiatan

1. Kegiatan Pendahuluan

- Guru memberikan salam dan siswa merespon salam guru
- Guru mengajak siswa untuk berdoa
- Guru mengecek presensi siswa
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
- Guru menjelaskan kegiatan yang akan dilakukan pada proses pembelajaran hari ini.

2. Kegiatan Inti

- **Presentation**

- Guru memberikan teks narrative kepada siswa
- Guru menjelaskan teks narrative
- Guru memberikan arahan siswa untuk memahami isi teks narrative

- **Practice**
    a. Guru memberikan latihan soal kepada siswa untuk menjawab pertanyaan yang sudah disediakan.
    b. Siswa mengerjakan soal dan melakukan diskusi bersama untuk membahas soal .
- **Production**
    a. Siswa diminta untuk mengerjakan teks lembar kerja terkait dengan teks narrative secara indvidu.
    b. Siswa menyerahkan hasil pekerjaan kepada guru.

3. **Kegiatan Penutup**
    - Guru menanyakan kepada siswa kesulitan yang di temui pada siswa pada materi yang diberikan
    - Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
    - Guru memberikan umpan balik pembelajaran.
    - Guru mengakhiri pembelajaran dengan membimbing siswa membaca Hamdamlah dan berdoa bersama.

H. Sumber Pembelajaran

Buku paket dan LKS/1kelas XI

I. Pedoman penilaian

Tiap jawaban benar diberi skor 20

Jumlah skor 1 nomer $20 \times 5 = 100$

Jumlah $= 100$

Klaten, 13 September 2022

Mengetahui

Kepala Sekolah   Peneliti

(Suliman, S.Pd. M.Pd)   (Febriyana Khoirulnisa)

NIP.   NIM. 183221158

Lesson Plan

(Conrol Class)

Sekolah   : SMAN 1 Karangdowo

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Narrative Text

Alokasi Waktu   : 2×45

Pertemuan   : Pertemuan 2

Kompetensi   : Membaca

A. Standar Kompetisi Membaca
  1.1/1Memahami makna pada teks tulis fungsional pendek yang sederhana berbentuk teks narrative berkaitan dengan lingkungan terdekat.

B. Kompetisi Membaca
  1.1.2 Merespon makna dan langkah retorika dalam pilihan ganda sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

C. Indikator
 - Mengidentifikasi informasi pada teks narrative text secara benar

D. Tujuan Pembelajaran
 - Menemukan informasi yang ada pada teks secara benar
 - Dapat menjawab pertanyaan dengan tepat

E. Materi Pembalajaran
 - Lampiran 1

F. Metode Pembelajaran
 PPP (Presentation, practice, production).

G. Langkah – langkah Kegiatan
 1. Kegiatan Pendahuluan
 - Guru memberikan salam dan siswa merespon salam guru
 - Guru mengajak siswa untuk berdoa
 - Guru mengecek presensi siswa
 - Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
 - Guru menjelaskan kegiatan yang akan dilakukan pada proses pembelajaran hari ini.

 2. Kegiatan Inti
 - **Presentation**
  • Guru memberikan teks narrative kepada siswa
  • Guru menjelaskan teks narrative
  • Guru memberikan arahan siswa untuk memahami isi teks narrative
 - **Practice**
  a. Guru memberikan latihan soal kepada siswa untuk menjawab pertanyaan yang sudah disediakan.
  b. Siswa mengerjakan soal dan melakukan diskusi bersama untuk membahas soal .

- **Production**
  c. Siswa diminta untuk mengerjakan teks lembar kerja terkait dengan teks narrative secara indvidu.
  d. Siswa menyerahkan hasil pekerjaan kepada guru.

3. **Kegiatan Penutup**
   - Guru menanyakan kepada siswa kesulitan yang di temui pada siswa pada materi yang diberikan
   - Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
   - Guru memberikan umpan balik pembelajaran.
   - Guru mengakhiri pembelajaran dengan membimbing siswa membaca Hamdamlah dan berdoa bersama.

H. **Sumber Pembelajaran**
   Buku paket dan LKS/1kelas XI

I. **Pedoman penilaian**
   Tiap jawaban benar diberi skor 20
   Jumlah skor 1 nomer $20 \times 5 = 100$
   Jumlah $= 100$

Klaten, 13 September 2022

Mengetahui

Kepala Sekolah   Peneliti

(Suliman, S.Pd. M.Pd)   (Febriyana Khoirulnisa)

NIP.   NIM. 183221158

Lesson Plan
(Conrol Class)

Sekolah   : SMAN 1 Karangdowo
Mata Pelajaran   : Bahasa Inggris
Materi Pokok   : Narrative Text
Alokasi Waktu   : 2 × 45
Pertemuan   : Pertemuan ke 3
Kompetensi   : Membaca

A. Standar Kompetisi Membaca

1.1/1Memahami makna pada teks tulis fungsional pendek yang sederhana berbentuk teks narrative berkaitan dengan lingkungan terdekat.

B. Kompetisi Membaca

1.1.2 Merespon makna dan langkah retorika dalam pilihan ganda sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

C. Indikator

- Mengidentifikasi informasi pada teks narrative text secara benar

D. Tujuan Pembelajaran

- Menemukan informasi yang ada pada teks secara benar
- Dapat menjawab pertanyaan dengan tepat

E. Materi Pembalajaran

- Lampiran 1

F. Metode Pembelajaran

PPP (Presentation, practice, production).

G. Langkah – langkah Kegiatan

1. Kegiatan Pendahuluan

- Guru memberika salam dan siswa merespon salam guru
- Guru mengajak siswa untuk berdoa
- Guru mengecek presensi siswa
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
- Guru menjelaskan kegiatan yang akan dilakukan pada proses pembelajaran hari ini.

2. Kegiatan Inti

- **Presentation**
  a. Guru memberikan teks narrative kepada siswa
  b. Guru menjelaskan teks narrative
  c. Guru memberikan arahan siswa untuk memahami isi teks narrative

- **Practice**
  a. Guru memberikan latihan soal kepada siswa untuk menjawab pertanyaan yang sudah disediakan.
  b. Siswa mengerjakan soal dan melakukan diskusi bersama untuk membahas soal

- **Production**
  a. Siswa diminta untuk mengerjakan teks lembar kerja terkait dengan teks narrative secara indvidu.
  b. Siswa menyerahkan hasil pekerjaan kepada guru.
3. **Kegiatan Penutup**
   - Guru menanyakan kepada siswa kesulitan yang di temui pada siswa pada materi yang diberikan
   - Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
   - Guru memberikan umpan balik pembelajaran.
   - Guru mengakhiri pembelajaran dengan membimbing siswa membaca Hamdamlah dan berdoa bersama.

H. Sumber Pembelajaran
   Buku paket kelas XI
I. Pedoman penilaian
   Tiap jawaban benar diberi skor 20
   Jumlah skor 1 nomer $20 \times 5 = 100$
   Jumlah = 100

Klaten, 13 September 2022

Mengetahui

Kepala Sekolah   Peneliti

(Suliman, S.Pd. M.Pd)   (Febriyana Khoirulnisa)

 NIP.   NIM. 183221158

Lesson Plan
(Conrol Class)

Sekolah   : SMAN 1 Karangdowo
Mata Pelajaran   : Bahasa Inggris
Materi Pokok   : Narrative Text
Alokasi Waktu   : 2 × 45
Pertemuan   : Pertemuan ke 4
Kompetensi   : Membaca

A. Standar Kompetisi Membaca
1.1/1Memahami makna pada teks tulis fungsional pendek yang sederhana berbentuk teks narrative berkaitan dengan lingkungan terdekat.

B. Kompetisi Membaca
1.1.2 Merespon makna dan langkah retorika dalam pilihan ganda sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

C. Indikator
- Mengidentifikasi informasi pada teks narrative text secara benar

D. Tujuan Pembelajaran
- Menemukan informasi yang ada pada teks secara benar
- Dapat menjawab pertanyaan dengan tepat

E. Materi Pembalajaran
- Lampiran 1

F. Metode Pembelajaran
PPP (Presentation, practice, production).

G. Langkah – langkah Kegiatan

1. Kegiatan Pendahuluan
- Guru memberika salam dan siswa merespon salam guru
- Guru mengajak siswa untuk berdoa
- Guru mengecek presensi siswa
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
- Guru menjelaskan kegiatan yang akan dilakukan pada proses pembelajaran hari ini.

2. Kegiatan Inti
- **Presentation**
  a. Guru memberikan teks narrative kepada siswa
  b. Guru menjelaskan teks narrative
  c. Guru memberikan arahan siswa untuk memahami isi teks narrative
- **Practice**
  a. Guru memberikan latihan soal kepada siswa untuk menjawab pertanyaan yang sudah disediakan.
  b. Siswa mengerjakan soal dan melakukan diskusi bersama untuk membahas soal

- **Production**
  a. Siswa diminta untuk mengerjakan teks lembar kerja terkait dengan teks narrative secara indvidu.
  b. Siswa menyerahkan hasil pekerjaan kepada guru.

  3. Kegiatan Penutup
  - Guru menanyakan kepada siswa kesulitan yang di temui pada siswa pada materi yang diberikan
  - Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
  - Guru memberikan umpan balik pembelajaran.
  - Guru mengakhiri pembelajaran dengan membimbing siswa membaca Hamdamlah dan berdoa bersama.

H. Sumber Pembelajaran

Buku paket kelas XI

I. Pedoman penilaian
Tiap jawaban benar diberi skor 20
Jumlah skor 1 nomer $20 \times 5 = 100$
Jumlah $= 100$

Klaten, 13 September 2022

Mengetahui

Kepala Sekolah   Peneliti

(Suliman, S.Pd. M.Pd)   (Febriyana Khoirulnisa)

NIP.   NIM. 183221158

Lesson Plan
(Experimental Class)

Sekolah   : SMAN 1 Karangdowo
Mata Pelajaran   : Bahasa Inggris
Materi Pokok   : Narrative Text
Alokasi Waktu   : 2 × 45
Pertemuan   : Pertemuan 1
Kompetensi   : Membaca

A. Standar Kompetisi Membaca
   1.1/1Memahami makna pada teks tulis fungsional pendek yang sederhana berbentuk teks narrative berkaitan dengan lingkungan terdekat.
B. Kompetisi Membaca
   1.1.2 Merespon makna dan langkah retorika dalam pilihan ganda sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.
C. Indikator
   - Mengidentifikasi informasi pada teks narrative text secara benar
D. Tujuan Pembelajaran
   - Menemukan informasi yang ada pada teks secara benar
   - Dapat menjawab pertanyaan dengan tepat
E. Materi Pembalajaran
   a. Fungsi Sosial
      Mendapatkan hiburan, menghibur, mempelajari makna dalam teks, mempelajarai nilai moral, memberikan contoh
   b. Generic structure
      - Orientation
      - Complication
      - Resolution
   c. Linguistics features
      - Simple past tense
      - Adverb of time
F. Metode Pembelajaran
   - PPP (Presentation, practice, production).
   - PQRST (Preview, Question, Read, Summarize, Test)
G. Langkah – langkah Kegiatan
   1. Kegiatan Pendahuluan
      - Guru memberika salam dan siswa merespon salam guru
      - Guru mengajak siswa untuk berdoa
      - Guru mengecek presensi siswa
      - Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
      - Guru menjelaskan kegiatan yang akan dilakukan pada proses pembelajaran hari ini.

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2. Kegiatan Inti

- **Presentation**
    a. Guru memberikan teks narrative kepada siswa
    b. Guru menjelaskan bagian bagian pada teks naratif/1melalui media power point
    c. Guru membacakan tujuan dan fungsi pembelajaran teks naraif melalui media power point
    d. Guru membacakan teks naratif kepada siswa melalui media power point
    e. Guru memberikan kesempatan kepada siswa untuk menanyakan kesulitan yang terdapat pada/1materi

- **Practice**
    (Preview)
    a. Guru memberikan teks naratif kepada siswa
    b. Dengan intruksi guru, siswa melakukan "brainstorming"
    (Question)
    a. Siswa memberikan pertanyaan terkait teks yang diberikan oleh guru.
    b. Guru membantu siswa saat mengalami kesulitan
    (Read)
    a. Guru memberikan teks naratif dan meminta siswa untuk membaca
    b. Siswa membaca teks naratif yang diberikan guru dan mencari jawaban dari pertanyaan yang dibuat siswa sebelumnya dari teks

    (Summarize)

    a. Guru meminta siswa untuk meringkas secara singkat dari teks yang sudah mereka baca
    b. Guru membantu siswa saat menemui kesulitan dalam materi

    (Test)

    a. Guru memberikan test tentang teks naratif dan meminta siswa untuk menjawab test yang diberikan
    b. Siswa membacakan hasil test dan melakukan diskusi hasil dari test

- **Production**
    a. Siswa diminta untuk mengerjakan teks lembar kerja terkait dengan teks narrative secara indvidu.
    b. Siswa menyerahkan hasil pekerjaan kepada guru.

3. Kegiatan Penutup
    a. Guru menanyakan kepada siswa kesulitan yang di temui pada siswa pada materi yang diberikan
    b. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
    c. Guru memberikan umpan balik pembelajaran.
    d. Guru mengakhiri pembelajaran dengan membimbing siswa membaca Hamdamlah dan berdoa bersama.

H. Sumber Pembelajaran
    Buku paket kelas XI

1. Penilaian

NO	Indikator Pencapaian Kompetisi	Teknik	Bentuk	Contoh Instrument

1.	- Mengidentifikasi informasi terkait dengan teks naratif - Memahami terkait dengan "refers to" - Mencari persaamaan yang mirip pada teks - Mencari ide pokok pada salah satu paragraph - Menemukan nilai moral dari teks naratif	Tes tertulis	Multiple choice	Answer the questions based on the text

J. Pedoman penilaian

Tiap jawaban benar diberi skor 20

Jumlah skor 1 nomer $20 \times 5 = 100$

Jumlah $= 100$

Klaten, 13 September 2022

Mengetahui

Kepala Sekolah   Peneliti

(Suliman, S.Pd. M.Pd)   (Febriyana Khoirulnisa)

 NIP.   NIM. 183221158

Lesson Plan
(Experiment Class)

Sekolah   : SMAN 1 Karangdowo
Mata Pelajaran : Bahasa Inggris
Materi Pokok   : Narrative Text
Alokasi Waktu : 2 × 45
Pertemuan   : Pertemuan 2
Kompetensi   : Membaca

A. Standar Kompetisi Membaca
1.1/1Memahami makna pada teks tulis fungsional pendek yang sederhana berbentuk teks narrative berkaitan dengan lingkungan terdekat.

B. Kompetisi Membaca
1.1.2 Merespon makna dan langkah retorika dalam pilihan ganda sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

C. Indikator
-Mengidentifikasi informasi pada teks narrative text secara benar

D. Tujuan Pembelajaran
- Menemukan informasi yang ada pada teks secara benar
- Dapat menjawab pertanyaan dengan tepat

E. Materi Pembalajaran
    a. Fungsi Sosial
Mendapatkan hiburan, menghibur, mempelajari makna dalam teks, mempelajarai nilai moral, memberikan contoh
    b. Generic structure
     -   Orientation
     -   Complication
     -   Resolution
    c. Linguistics features
     -   Simple past tense
     -   Adverb of time

F. Metode Pembelajaran
   -    PPP (Presentation, practice, production).
   -   PQRST (Preview, Question, Read, Summarize, Test)

G. Langkah – langkah Kegiatan
1. Kegiatan Pendahuluan
  -   Guru memberika salam dan siswa merespon salam guru
  -   Guru mengajak siswa untuk berdoa
  -   Guru mengecek presensi siswa
  -   Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
  -   Guru menjelaskan kegiatan yang akan dilakukan pada proses pembelajaran hari ini.

2. Kegiatan Inti
  -   **Presentation**
     a. Guru memberikan teks narrative kepada siswa

b. Guru menjelaskan bagian bagian pada teks naratif/1melalui media power point

c. Guru membacakan tujuan dan fungsi pembelajaran teks naraif melalui media power point

d. Guru membacakan teks naratif kepada siswa melalui media power point

e. Guru memberikan kesempatan kepada siswa untuk menanyakan kesulitan yang terdapat pada/1materi

- **Practice**

(Preview)

a. Guru memberikan teks naratif kepada siswa

b. Dengan intruksi guru, siswa melakukan "brainstorming"

(Question)

a. Siswa memberikan pertanyaan terkait teks yang diberikan oleh guru.

b. Guru membantu siswa saat mengalami kesulitan

(Read)

a. Guru memberikan teks naratif dan meminta siswa untuk membaca

b. Siswa membaca teks naratif yang diberikan guru dan mencari jawaban dari pertanyaan yang dibuat siswa sebelumnya dari teks

(Summarize)

a. Guru meminta siswa untuk meringkas secara singkat dari teks yang sudah mereka baca

b. Guru membantu siswa saat menemui kesulitan dalam materi

(Test)

a. Guru memberikan test tentang teks naratif dan meminta siswa untuk menjawab test yang diberikan

b. Siswa membacakan hasil test dan melakukan diskusi hasil dari test

- **Production**

a. Siswa diminta untuk mengerjakan teks lembar kerja terkait dengan teks narrative secara indvidu.

b. Siswa menyerahkan hasil pekerjaan kepada guru.

c. **Kegiatan Penutup**

a. Guru menanyakan kepada siswa kesulitan yang di temui pada siswa pada materi yang diberikan

b. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.

c. Guru memberikan umpan balik pembelajaran.

d. Guru mengakhiri pembelajaran dengan membimbing siswa membaca Hamdamlah dan berdoa bersama.

H. Sumber Pembelajaran

Buku paket kelas XI

1.Penilaian

NO	Indikator Pencapaian Kompetisi	Teknik	Bentuk	Contoh Instrument

1.	- Mengidentifikasi informasi terkait dengan teks naratif - Memahami terkait dengan "refers to" - Mencari persaamaan yang mirip pada teks - Mencari ide pokok pada salah satu paragraph - Menemukan nilai moral dari teks naratif	Tes tertulis	Multiple choice	Answer the questions based on the text

- **Pedoman penilaian**
  Tiap jawaban benar diberi skor 20
  Jumlah skor 1 nomer $20 \times 5 = 100$
  Jumlah = 100

Klaten, 13 September 2022

Mengetahui

Kepala Sekolah   Peneliti

(Suliman, S.Pd. M.Pd)   (Febriyana Khoirulnisa)

 NIP.   NIM. 183221158

Lesson Plan
(Experiment Class)

Sekolah   : SMAN 1 Karangdowo
Mata Pelajaran   : Bahasa Inggris
Materi Pokok   : Narrative Text
Alokasi Waktu   : 2×45
Pertemuan   : Pertemuan 3
Kompetensi   : Membaca

A. Standar Kompetisi Membaca
1.1/1Memahami makna pada teks tulis fungsional pendek yang sederhana berbentuk teks narrative berkaitan dengan lingkungan terdekat.

B. Kompetisi Membaca
1.1.2 Merespon makna dan langkah retorika dalam pilihan ganda sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

C. Indikator
- Mengidentifikasi informasi pada teks narrative text secara benar

D. Tujuan Pembelajaran
- Menemukan informasi yang ada pada teks secara benar
- Dapat menjawab pertanyaan dengan tepat

E. Materi Pembalajaran
  a. Fungsi Sosial
     Mendapatkan hiburan, menghibur, mempelajari makna dalam teks, mempelajarai nilai moral, memberikan contoh
  b. Generic structure
     - Orientation
     - Complication
     - Resolution

  c. Linguistics features
     - Simple past tense
     - Adverb of time

B. Metode Pembelajaran
  - PPP (Presentation, practice, production).
  - PQRST (Preview, Question, Read, Summarize, Test)

C. Langkah – langkah Kegiatan
  1. Kegiatan Pendahuluan
  - Guru memberika salam dan siswa merespon salam guru
  - Guru mengajak siswa untuk berdoa
  - Guru mengecek presensi siswa
  - Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
  - Guru menjelaskan kegiatan yang akan dilakukan pada proses pembelajaran hari ini.
  2. Kegiatan Inti
  - **Presentation**

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      a. Guru memberikan teks narrative kepada siswa

      b. Guru menjelaskan bagian bagian pada teks naratif/1melalui media power point

      c. Guru membacakan tujuan dan fungsi pembelajaran teks naraif melalui media power point

      d. Guru membacakan teks naratif kepada siswa melalui media power point

      e. Guru memberikan kesempatan kepada siswa untuk menanyakan kesulitan yang terdapat pada/1materi

- **Practice**
  (Preview)

      a. Guru memberikan teks naratif kepada siswa

      b. Dengan intruksi guru, siswa melakukan "brainstorming"

      (Question)

      a. Siswa memberikan pertanyaan terkait teks yang diberikan oleh guru.

      b. Guru membantu siswa saat mengalami kesulitan

      (Read)

      a. Guru memberikan teks naratif dan meminta siswa untuk membaca

      b. Siswa membaca teks naratif yang diberikan guru dan mencari jawaban dari pertanyaan yang dibuat siswa sebelumnya dari teks

      (Summarize)

      a. Guru meminta siswa untuk meringkas secara singkat dari teks yang sudah mereka baca

      b. Guru membantu siswa saat menemui kesulitan dalam materi

      (Test)

      a. Guru memberikan test tentang teks naratif dan meminta siswa untuk menjawab test yang diberikan

      b. Siswa membacakan hasil test dan melakukan diskusi hasil dari test

- **Production**

      a. Siswa diminta untuk mengerjakan teks lembar kerja terkait dengan teks narrative secara indvidu.

      b. Siswa menyerahkan hasil pekerjaan kepada guru.

3. Kegiatan Penutup

    c. Guru menanyakan kepada siswa kesulitan yang di temui pada siswa pada materi yang diberikan

    d. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.

    e. Guru memberikan umpan balik pembelajaran.

    f. Guru mengakhiri pembelajaran dengan membimbing siswa membaca Hamdamlah dan berdoa bersama.

D. Sumber Pembelajaran

Buku paket kelas XI

E. Penilaian

NO	Indikator Pencapaian Kompetisi	Teknik	Bentuk	Contoh Instrument
1.	- Mengidentifikasi informasi terkait dengan teks naratif - Memahami terkait dengan "refers to" - Mencari persaamaan yang mirip pada teks - Mencari ide pokok pada salah satu paragraph - Menemukan nilai moral dari teks naratif	Tes tertulis	Multiple choice	Answer the questions based on the text

- **Pedoman penilaian**
  Tiap jawaban benar diberi skor 20
  Jumlah skor 1 nomer $20 \times 5 = 100$
  Jumlah $= 100$

Klaten, 13 September 2022

Mengetahui

Kepala Sekolah   Peneliti

(Suliman, S.Pd. M.Pd)   (Febriyana Khoirulnisa)

 NIP.   NIM. 183221158

Lesson Plan
(Experiment Class)

Sekolah   : SMAN 1 Karangdowo
Mata Pelajaran   : Bahasa Inggris
Materi Pokok   : Narrative Text
Alokasi Waktu   : 2 × 45
Pertemuan   : Pertemuan 4
Kompetensi   : Membaca

A. Standar Kompetisi Membaca
   1.1/1Memahami makna pada teks tulis fungsional pendek yang sederhana berbentuk teks narrative berkaitan dengan lingkungan terdekat.

B. Kompetisi Membaca
   1.1.2 Merespon makna dan langkah retorika dalam pilihan ganda sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

C. Indikator
   - Mengidentifikasi informasi pada teks narrative text secara benar

D. Tujuan Pembelajaran
   - Menemukan informasi yang ada pada teks secara benar
   - Dapat menjawab pertanyaan dengan tepat

E. Materi Pembalajaran
   a. Fungsi Sosial
      Mendapatkan hiburan, menghibur, mempelajari makna dalam teks, mempelajarai nilai moral, memberikan contoh
   b. Generic structure
      - Orientation
      - Complication
      - Resolution

   c. Linguistics features
      - Simple past tense
      - Adverb of time

F. Metode Pembelajaran
   - PPP (Presentation, practice, production).
   - PQRST (Preview, Question, Read, Summarize, Test)

G. Langkah – langkah Kegiatan
   1. Kegiatan Pendahuluan
   - Guru memberika salam dan siswa merespon salam guru
   - Guru mengajak siswa untuk berdoa
   - Guru mengecek presensi siswa
   - Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
   - Guru menjelaskan kegiatan yang akan dilakukan pada proses pembelajaran hari ini.
   2. Kegiatan Inti

- **Presentation**
  a. Guru memberikan teks narrative kepada siswa
  b. Guru menjelaskan bagian bagian pada teks naratif/1melalui media power point
  c. Guru membacakan tujuan dan fungsi pembelajaran teks naraif melalui media power point
  d. Guru membacakan teks naratif kepada siswa melalui media power point
  e. Guru memberikan kesempatan kepada siswa untuk menanyakan kesulitan yang terdapat pada/1materi
- **Practice**
  (Preview)
  a. Guru memberikan teks naratif kepada siswa
  b. Dengan intruksi guru, siswa melakukan "brainstorming"
  (Question)
  a. Siswa memberikan pertanyaan terkait teks yang diberikan oleh guru.
  b. Guru membantu siswa saat mengalami kesulitan
  (Read)
  c. Guru memberikan teks naratif dan meminta siswa untuk membaca
  d. Siswa membaca teks naratif yang diberikan guru dan mencari jawaban dari pertanyaan yang dibuat siswa sebelumnya dari teks

  (Summarize)

  a. Guru meminta siswa untuk meringkas secara singkat dari teks yang sudah mereka baca
  b. Guru membantu siswa saat menemui kesulitan dalam materi

  (Test)

  a. Guru memberikan test tentang teks naratif dan meminta siswa untuk menjawab test yang diberikan
  b. Siswa membacakan hasil test dan melakukan diskusi hasil dari test
- **Production**
  a. Siswa diminta untuk mengerjakan teks lembar kerja terkait dengan teks narrative secara indvidu.
  b. Siswa menyerahkan hasil pekerjaan kepada guru.

  3.Kegiatan Penutup

  a. Guru memberikan soal post test kepada siswa tentang narrative text
  b. Guru menanyakan kepada siswa kesulitan yang di temui pada siswa pada materi yang diberikan
  c. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
  d. Guru memberikan umpan balik pembelajaran.
  e. Guru mengakhiri pembelajaran dengan membimbing siswa membaca Hamdamlah dan berdoa bersama.
H. Sumber Pembelajaran
  Buku paket kelas XI

I. Penilaian

NO	Indikator Pencapaian Kompetisi	Teknik	Bentuk	Contoh Instrument
1.	- Mengidentifikasi informasi terkait dengan teks naratif - Memahami terkait dengan "refers to" - Mencari persaamaan yang mirip pada teks - Mencari ide pokok pada salah satu paragraph - Menemukan nilai moral dari teks naratif	Tes tertulis	Multiple choice	Answer the questions based on the text

- **Pedoman penilaian**
  Tiap jawaban benar diberi skor 20
  Jumlah skor 1 nomer $20 \times 5 = 100$
  Jumlah = 100

Klaten, 13 September 2022

Mengetahui

Kepala Sekolah   Peneliti

(Suliman, S.Pd. M.Pd)   (Febriyana Khoirulnisa)

 NIP.   NIM. 183221158

Pre test

Read the text to answer number 1-5!

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
   A. Sang Prabu was a father of his only daughter
   B. Sang Prabu was a king of a kingdom in West Java
   C. Sang Prabu was taken to Kahyangan by a wicked fairy
   D. Sang Prabu was a wise man
   E. Sang Prabu didn't have a son

2. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
   A. She didn't like Raden Begawan
   B. She didn't want Raden Prabu marry the princess
   C. She wanted Teja Nirmala to forget about her wedding
   D. She didn't want the prince of Blambangan marry the princess
   E. She didn't want the prince of Blambangan feel love with her

3. What is the main idea of paragraph 1?
   A. The King, named Sang Prabu, was a wise man.
   B. The wicked fairy, Raden Begawan faint and she forgot her marriage.
   C. Raden Begawan will not die
   D. Teja Nirmala will stay in the Kahyangan
   E. Wicked Fairy will not take Raden Begawan's life

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to…
   A. The wicked fairy
   B. The nice fairy
   C. Princess Nirmala
   D. Prince Teja
   E. The prince of Blambangan

5. "Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan". The synonym of the word "wicked" is…..
   A. Evil
   B. Kind
   C. Nice
   D. Good
   E. Polite

Read the text to answer number 6-10!

Kbo lwo

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.
Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger in his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.
   So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.
   One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

6. Which the following fact is true about Kbo Iwo?
   A. Kebo Iwo ate a little amount of meat
   B. Kebo Iwo is a destroyer that cannot make anything
   C. Kebo Iwo was angry because his food was stolen by Balinese people
   D. Kebo Iwo destroyed all the house but not the temple
   E. Kebo eat food was equal for food of thousand people

7. Why did Kbo Iwo feel angry to the Balinese people?
   A. Because Balinese people ate his meal
   B. Because Balinese people took his food so his barns was empty
   C. Because Balinese people didn't give him food
   D. Because Balinese people were in hunger
   E. Because Balinese people turned to rage

8. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
   A. There will be no Bali island
   B. Bali People will never be angry
   C. All Bali people will live in a prosperous way

D. We are not able see the beauty of Lake Batur

E. Mount Batur will not be a sacred place now

9. "So, they came together to plan steps to oppose this powerful giant……"(Paragraph 3). The antonym of the word "oppose " is….
A. Support
B. Defeat
C. Turn Against
D. Beat
E. Change

10. What the main paragraph 2?

A. Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed.

B. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole

C. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator

D. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

E. This made Kbo Iwo wild with great anger in his hunger, he destroyed all the houses and even all the temples.

Read the text to answer number 11-20!

The Legend of Takuban Perahu

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you sunddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang, he was a handsome and healthy boy.

/1 Sangkuriang liked hunting very much, especially deer. He often hunted to the wood usying his arrow. When he went hunting , Tumang was always with him. One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she

could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not beliave her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat. Sangkuriang was angry, he kicked the boat then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

11. What is the story about?
    A. A wrath son
    B. West java's tales
    C. Tumang a Dog husband
    D. The legend of Tangkuban Perahu
    E. Dayang Sumbi's rejection to marry Sangkuriang

12. What did Dayang Sumbi look like?
    A. She liked weaving clothers
    B. She looked for the heart of a deer
    C. She was beautiful
    D. She was looking at her fallen tool
    E. She and her son were alike

13. What the main idea paragraph 3?

    A. In west java, lived a writer king who had a beautiful daughter her name was Dayang Sumbi

    B. Sangkuriang met Dayang Sumbi they fell in love and asked Sangkuriang to build a lake and a boat in one night.

    C. Sangkuriang was angry, he kicked the boat then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu

    D. Tumang, but after several days in the wood Sangkuriang could not find any deer then where all disappeared.

   E. One day Dayang Sumbi wanted to have deer's/1heart so she asked Sangkuriang to hunt for a deer.

14. What made Dayang Sumbi stay young?
   A. She set up conditions in doing things
   B. A young man fall in love with her
   C. She married a dog
   D. She knew how to take care her body
   E. God gave her an eternal beauty

15. Who are the main characters in the story?
   A. Dayang Sumbi and Sangkuriang
   B. The king Dayang Sumbi, the dog and Sangkuriang
   C. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
   D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
   E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God

16. What moral value can we learn from the story?
   A. People must keep their words all the time
   B. Do not make a promise to easily
   C. Never be reluctant to do good things
   D. We should not hate our decendants
   E. Just do what we have planned

17. "He brought her the falling tool". The underline word "He" refers to……
   A. Samgkuriang
   B. Tumang
   C. Dayang Sumbi
   D. The king
   E. Father

18. "Many years passed and Sangkuriang became a strong young man" (paragraph 3). The synonym the word of/1"became" is….
   A. Unusual
   B. Different
   C. Grow into
   D. Stagnate
   E. Remain

19. "once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1). What is the function of the above sentence?
   A. A crisis
   B. A complication
   C. An orientation
   D. A reorientation
   E. A resolution

20. " if you are male, I will marry you' (paragraph 2). The synonym of the word "male " is….

A. Husband
B. Man
C. Boss
D. Son
E. King

Read the text to answer number 20-24!

The Legend of Lake Toba

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That's fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition, the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

21. From the text above we know that …..

A. Samosir is not son of fish

B. The man is rich

C. The goldfish turns into a beautiful woman

D. The beautiful woman is not married to the man

E. Naughty boy named Bandung bondowoso

22. What is the main idea of paragraph 2?

A. The man caught a gold fish

B. Fishing is the man's hobby

C. The man married the goldfish

D. They have a handsome boy

E. Samosir was son of fish

23. What is the moral lesson of the story?

   A. Don't go fishing

   B. We have to keep our promise

   C. Don't eat fish

   D. We must not marry a goldfish

   E. Always be a bad boy

24. The word "he" in the sentence "At home, he put the small fish on the table" refers to….

   A. Samosir

   B. Goldfish

   C. Beautiful woman

   D. Young man

   E. Samosir's father

Read the text to answer 25-30!

An old lion realized one day that due to old age he was too weary and weak to hunt for his food. Sadly, he approached his den knowing that soon he would perish. He stopped at the entrance, and breathed difficulty, spoke in a low, soft voice to a pack of wolves which was passing by his den at the moment. He told them of his sad condition.

Soon, the news of the lion's illness spread throughout the forest and caused much concern among the other beasts. Out of pity, the animals came one by one to pay their last respects.
The old lion was very happy. As each animal entered has den and came within reach, the lion pounced on it and made it his meal. Very soon, the lion became fat

Early in the morning, the fox came. He had come to pay his respects too. The fox, well-known for his wits and intelligence, approached the lion's den with extreme caution. Standing some distance away, he politely enquired about the lion's health and asked him if he was feeling any better. "My dear friend," said he lion, "is it you? I can hardly see you. You are so far away. Please come closer and whisper some words into my ears to console me for i have not long to live.

The fox, meanwhile, had been observing closely the ground in front of the lion's den. At las, he looked up, and turning to go away, he remarked, "Please excuse me if i do not stay, for i feel quite uneasy at seeing the many footprints leading into your den, but none leaving it."

25. Why were the lion's hunting days over?

   A. The animals found out about the lion's illness

   B. There were no more animals to hunt

C. The wolves always beat the lion

D. The lion is getting older and weaker

E. The lion was to strong

26. "he politely enquired about the lion's healthy" (paragraph 3). The antonym of the word " politely" is ....
A. Behavior
B. Impolite
C. Gently
D. happy
E. Illness

27. What kind of quality is the writer trying to say through the fox's character?

A. You may save you life by using your wits and intelligence

B. show respect by visiting a sick friend

C. wehn entering a lions den. Be extremely caution

D. stand some distance away if you are facing a lion

E. Earlyin the morning, the fox came

28. What main the idea paragraph 1?

A. An old lion told the wolf about his sad condition.

B. The animals came one by one to pay their last respects to the lion

C. The animals which entred the cave did not leave the cave alive

D. The lion is getting better and healthier

E. The animlas want the lion passed away soon

29. In what ways are the lion and the fox the same?
A. The lion and the fox are both respectable
B. The lion and the fox are both strong
C. The lion and the fox are botch clever
D. The lion and the fox are both honest
E. The lion and the for are patient

30. What the main the idea paraghraph 4?

A. Fox, apologizes for not being able to stay due to seeing footprints around the lion's quarters.

B. The lion's illness spread throughout the forest and caused much concern among the other beasts.

C. The fox, well-known for his wits and intelligence, approached the lion's den with extreme caution.

D. An old lion told the wolf about his sad condition.

E. As each animal entered has den and came within reach, the lion pounced on it and made it his meal.

Post Test

Read the text to answer number 1-4!

Three large fish lived very happily in a pond which few people ever passed. One day two menn who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river.

When the men came back with their nets, there were only two fish to be seen. The found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water. The fish that never thought sank to the bottom of the pond and was easily caught.

1. What is the main idea of paragraph four?
   A. A man picked the second fish.
   B. The second fish could finally save itself.
   C. The second fish pretended of being dead.
   D. A man threw the second fish back to the pond.
   E. Found the outlet of the pond and made a dam across it.
2. What was the main problem of the story?
   A. The fish could not escape from the men.
   B. Two men was going to catch the three fish.
   C. The third fist didn't think about how to save itself.
   D. The fish looked for ways to escape themselves from the men.
   E.The men sell the fish
3. How could you describe the first fish?
   A. Smart
   B. Honest
   C. Patient
   D. Humble
   E.Polite
4. From the test we can learn that ….
   A. A good man is hard to find
   B. Two heads are better than one
   C. No one succeeds without efforts
   D. A good beginning makes a good ending
   E.We must be discourage

Read the text to answer number 5-10!

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since I defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can I take you there?"

The scared hunter said, "No … No … I only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

5. What the main of paragraph 2?
   A. the hunter was passing through a forest. He met a woodcutter from the same village.
   B. The woodcutter knew that the hunter only boasted
   C. The boastful hunter ran away from the spot
   D. The proud hunter asked for the lion's footprints
   E. A Woodcutter's Problems

6. What did the hunter boast about himself?

   A. Nobody defeated him.
   B. He was the smartest man.
   C. He was the strongest man.
   D. He was the most courageous man
   E. He was the most coward

7. What did hunter feel when the woodcutter said that there was a lion in a nearby den?
   A. Upset.
   B. Scared.
   C. Jealous.
   D. Disappointed.

8. "The boastful hunter approached him and said". The synonym of "approached" is…
   A. Ask for
   B. Leaving
   C. Departure
   D. Exit
   E. Go

9. "The villagers respected him a lot" paragraph 1. The word "him" refers to…
   A. The villagers
   B. Lion
   C. Woodcutter
   D. Hunter
   E. Tiger

10. How is the hunter character on the text above….
    A. Polite
    B. Humble
    C. Boastful

D. Coward

E. Impolite

Read the text to answer number 11-16!

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat. "Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, Thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is My dinner you are worrying about and not your own?" What did the wolf ask when he saw the goat grazing at the edge of a high cliff?

11. "Aren't you cold up there in the wind?" .The word 'there' refers to ….
    A. A high cliff
    B. Sheltered area
    C. Grass
    D. Ground
    E. Land

12. What can we learn from the story above?
    A. Don't look down to other creatures
    B. Don't easily believe in well behaved creatures
    C. Don't judge others by their appearance
    D. Don't easily beat other creatures
    E. Don't look polite to everyone
13. What the main paragraph 1?
    A. The wolf smacked his lips at the thought of a fine goat dinner.
    B. The wolf afraid
    C. The wolf ask when he saw the goat grazing at the edge of a high cliff
    D. The goat playing with wolf
    E. the wolf is worried about himself
14. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
    A. To be his friend
    B. To graze on the level ground
    C. To climb up higher
    D. To be his dinner
    E. To be his enemy

Read the text to answer number 15-19!

Once upon a time, there was a kingdom in Java that was attacked by another kingdom. The king asked his Queen to save her life. Alas! In the middle of the jungle, the enemy killed all her guards. However, the Queen was lucky because she changed herself into a golden snail and survived.

One day, an old woman saw the snail and took it home. She looked after it. Whenever the old woman was not at home, the snail turned into a human being. She cooked and did the household chores. When the old woman got home, the Queen quickly changed into a snail again. It happened several times and made the old woman curious.

One day, the old woman peeped and saw what was going on. She broke in, immediately. She asked, "Why did you change yourself into a snail?". The Queen told her what happened. The old woman was surprised to know that the snail was a Queen.

Later, from the head of the village they discovered that the king had won the battle and he was looking for his wife. Then the village head sent a message to the king telling him that his wife was safe. Several days later, the King and his guards came for the queen. They thanked the villagers for their kindness and brought the old women to their palace.

15. What happened when the old woman found the snail?

    A. She reported it to the head of the village
    B. She helped it to find the queen's husband
    C. It helped cleaning and cooking in her house
    D. She brought it to her house and took care of it
    E. She cooked and did the household chores

16. What does the second paragraph tell you about?
    A. The queen lived as a golden snail
    B. The enemy who attacked the kingdom
    C. The old woman who looked after a snail
    D. The king's guards who were killed by enemy
    E. The village head sent a message to the king telling him that his wife was safe

17. "The Queen was lucky because she changed herself into a golden snail and survived" paragraph 1./1The word of "She" refers to …..
    A. The king
    B. The queen
    C. The villagers
    D. Old woman
    E. Snail

18. In the end of the story, the old woman live in ….
    A. The king's palace
    B. A small village
    C. The village heads
    D. The middle of the jungle
    E. The forest

19. How are the characters of the king and queen in the text reading above…
    A. Good and wise leader
    B. Wicked
    C. Impolite
    D. Arrogant
    E. Lazy

Read the text to answer number 20-24!

An ant nimbly running in search of food came across a chrysalis that was close its time to change. The chrysalis moved and this attracted the attention of the ant who for the first time realized that it was a living thing. "Poor, pitiable animal!",

cried the ant disdainfully "what a sad fate is yours! While I can run with my pleasure, you lie imprisoned here in your shell". The chrysalis heard all this, but did not try to make any reply.

After a few days, when the ant passed that way again, nothing but the shell remained. Wondering what had happened to its content, he felt himself suddenly shaded and fanned by the gorgeous wings of a beautiful butterfly. "Behold in me," said the butterfly, "your much pitied friend!". So the butterfly rose in the air and lost in the summer breeze.

20. What happened to the chrysalis after few days?
    A. The chrysalis had gone from the shell
    B. The chrysalis had become a butterfly
    C. The ant felt sad about chrysalis death
    D. The ant felt happy for the butterfly
    E. The ant passed that way again
21. What is the main idea of the first paragraph?
    A. Chrysalis is a animal
    B. The chrysalis lie imprisoned
    C. The ant was feeling sorry for the chrysalis
    D. The ant goes around to have fun
    E. the ant passed that way again, nothing but the shell remained
22. From the text we can learn that ….
    A. We have to be arrogant to others
    B. Freedom is everything in life
    C. We have to take revenge
    D. The appearance may be deceptive
    E. We have to be enemy for everyone
23. The text generally tells us about ….
    A. The adventure of an ant
    B. The ant and the chrysalis
    C. The changing of the chrysalis
    D. The regret of the ant
    E. The gorgeous wings of a beautiful butterfly
24. "cried the ant disdainfully" paragraph 1. The synonym of "disdainfully is….
    A. Polite
    B. Good
    C. Differential
    D. Respectful
    E. Arrogant

Read the text to answer number 25-26!

Little Red Riding Hood

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother's house, little riding hood met a wolf. "Where are you going, a little girl?" The wolf asked. "I'm willing to give this cake to my grandmother" replied little riding hood.

The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother's house. After arriving to grandmas' house, he knocked on her door. When Grandma opened the door, the wolf caught her and locked

her in a closet. The bad wolf then wore Grandma's clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river. Suddenly, a woodcutter came; he saw a large wolf's belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf's stomach with a big stone. Then he threw the wolf into the river.

25. Why did little riding hood do not realize the wolf who in disguise as her grandma?
    A. Because she was blind
    B. Because she was daft
    C. Because the wolf was kind
    D. Because the wolf wore little riding hood's clothes
    E. Because the wolf wore grandma's clothes
26. What is the moral value of the story?
    A. Don't be greedy
    B. Don't believe in strange
    C. Don't use riding hood
    D. Don't go to Grandma's house
    E. Don't sleep in the river

Read the text to answer number 27-30!

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

27. What is the main idea of paragraph 3?
    A. Only one rooster can rule the roost
    B. The roosters are fighting to flap their wings
    C. The eagle had watched them all day
    D. The farm needs a new king
    E. The winner flew up to a high wall
28. What can we learn from the story?
    A. There's always a bigger enemy in this life
    B. Your friend can be your enemy
    C. Always grab an opportunity before you
    D. Don't be cocky when we have achieved our goal
    E. Can find enemy in everywhere
29. How about the winning rooster character?
    A. Polite
    B. Nice
    C. Arrogant
    D. Humble
    E. Friendly
30. Which the following fact is true about the text above?
    A. an eagle comes sailing through the air and takes the winning rooster away

B. The losing rooster was eaten by an eagle
C. The winning rooster hides in the quite corner
D. The winning chicken is very friendly
E. The winning chicken is very friendly

Pre test (50)

Nama : Ana fonidos D
Kelas : XI IPs 3
No : 05

Read the text to answer number 1-5!

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
   A. Sang Prabu was a father of his only daughter
   ✗ Sang Prabu was a king of a kingdom in West Java
   C. Sang Prabu was taken to Kahyangan by a wicked fairy
   D. Sang Prabu was a wise man
   E. Sang Prabu didn't have a son

2. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
   A. She didn't like Raden Begawan
   B. She didn't want Raden Prabu marry the princess
   C. She wanted Teja Nirmala to forget about her wedding
   D. She didn't want the prince of Blambangan marry the princess
   ✗ She didn't want the prince of Blambangan feel love with her

3. What is the main idea of paragraph 1?
   ✗ The King, named Sang Prabu, was a wise man.
   B. The wicked fairy, Raden Begawan faint and she forgot her marriage.
   C. Raden Begawan will not die
   D. Teja Nirmala will stay in the Kahyangan
   E. Wicked Fairy will not take Raden Begawan's life

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
   ✗ The wicked fairy
   B. The nice fairy
   C. Princess Nirmala
   D. Prince Teja
   E. The prince of Blambangan

5. "Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan". The synonym of the word "wicked" is.....
   A. Evil
   ✗ Kind
   C. Nice
   D. Good
   E. Polite

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NAMA : WENDY AFRIZAL NURALANTO 16-10-20
NO : 5A
KELAS : XI MIPA 1
SEKOLAH : SMA N 1 HASANGDONO

Read the text to answer number 1-5!

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   E. The prince of Blambangan

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   C. Nice
   ~~D.~~ Good
   E. Polite

Nama : Niwya Indira P.
No : 25
Kelas : XI IPA 3

(44)   Posttest

Read the text to answer number 1-4!

Three large fish lived very happily in a pond which few people ever passed. One day two men who were passing by the pond saw the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river.

When the men came back with their nets, there were only two fish to be seen. The found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water. The fish that never thought sank to the bottom of the pond and was easily caught.

1. What is the main idea of paragraph four?
   A. A man picked the second fish.
   B. The second fish could finally save itself.
   C. The second fish pretended of being dead.
   D. A man threw the second fish back to the pond.
   E. Found the outlet of the pond and made a dam across it.

2. What was the main problem of the story?
   A. The fish could not escape from the men.
   B. Two men was going to catch the three fish.
   C. The third fist didn't think about how to save itself.
   D. The fish looked for ways to escape themselves from the men.

E. The men sell the fish

3. How could you describe the first fish?
   A. Smart
   B. Honest
   C. Patient
   D. Humble
   E. Polite

4. From the text we can learn that ....
   A. A good man is hard to find
   B. Two heads are better than one
   C. No one succeeds without efforts
   D. A good beginning makes a good ending
   E. We must be discouraged

Read the text to answer number 5-10!

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since I defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can I take you there?"

The scared hunter said, "No ... No ... I only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

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Read the text to answer number 1-4!

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APPENDIX 11 : Control class documentation

APPENDIX 12 : Experimental class documentation