THE READING COMPREHENSION OF PROCEDURE TEXT OF THE NINTH GRADE STUDENTS OF SMP PGRI 6 KAYEN PATI IN THE ACADEMIC YEAR 2012/2013 TAUGHT BY USING PQ4R METHOD

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TAUGHT BY USING PQ4R METHOD

SKRIPSI

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MOTTO AND DEDICATIONS

MOTTO

- Keep Spirit!
- Attitude is Everything
- No Pain, No Gain
- Powerful Dreams Inspire Powerful Action.
- Everything is Possible

Dedications

This is especially dedicated to:

- Her beloved father parents who always give support
- Her beloved my brother
- Her close friends (Saefodin, nurul, devi, laila, murti, and fita). Those always help and support her.
- The English teachers of junior high school in Indonesia.
ADVISORS’ APPROVAL

This is to certify that the Sarjana Skripsi of Roji’in (2007-32-053) has been approved by the skripsi advisors for further approval by the Examining Committee.

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The writer happily receives any constructive criticism and suggestion, but the writer hopes that it will be useful for those especially who are in the field of education. Thank you.

Kudus, 2012
The writer,

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ABSTRACT


Key word: Reading Comprehension, PQ4R.

Reading comprehension is one important skill in modern society, especially at the level of education. In education has always found a problem, problem reading comprehension that has been faced by the students of class IX-A SMP PGRI 6 Kayen Pati in identifying the content of the text such as identifying main idea of the text, character of the actors and answering 5 W 1H Question; where, when, which, who, what, how; related to the text, the students still found difficulties.

The objective of the research is to find out whether there is any significant difference between the reading comprehension of procedure text for the ninth grade students of SMP PGRI 6 Kayen Pati in the academic year 2012/2013 before and after being taught by using PQ4R method.

The subject of this research is the ninth grade students SMP PGRI 6 Kayen Pati in the academic year 2012/2013. The study design used was quasi experiment with one group pretest-posttest by using test instrument. To get the test result, the data is divided into pre test and post test.

Based on data analysis, it is found that the reading comprehension of students in procedures text before being taught by using PQ4R method is categorized low. While reading comprehension of students in procedure text after being taught by using PQ4R method is categorized good. Calculation of t-test shows \( t > t_c \). Calculation of the t-observation 7.87. It is higher than t-table with a 2.04 significance level 0.05. It means that there is a significant difference between the reading comprehensions of ninth grade students of SMP PGRI 6 Kayen Pati before and after taught by using PQ4R method.

Considering the process and the result of this research, the writer hopes this research can help the teacher to use PQ4R method as one of alternative method in teaching reading comprehension. By using PQ4R method, teaching and learning process is will be more effective and it will minimize the time of learning.
ABSTRAKSI


Kata Kunci: Reading Comprehension, PQ4R

Membaca pemahaman adalah salah satu keterampilan penting dalam masyarakat modern, terutama pada tingkat pendidikan. Dalam pendidikan selalu ditemukan suatu masalah, masalah membaca pemahaman yang telah dihadapi oleh para siswa kelas IX SMP PGRI 6 Kayen Pati dalam mengidentifikasi isi teks, seperti mengidentifikasi gagasan utama dari teks, karakter aktor dan menjawab 5 W 1H Pertanyaan; di mana, kapan, dimana, siapa, apa, bagaimana, terkait dengan teks, para siswa masih ditemukan kesulitan.

Tujuan penelitian ini adalah untuk menggambarkan ada perbedaan yang signifikan antara kemampuan membaca pemahaman siswa kelas IX SMP PGRI 6 Kayen Pati pada tahun akademik 2012/2013 sebelum dan sesudah diajar dengan menggunakan metode PQ4R.


Berdasarkan analisis data, ditemukan bahwa kemampuan membaca pemahaman siswa dalam tesk prosedur sebelum mereka mendapat metode PQ4R dikatagorikan rendah. Sedangkan kemampuan membaca pemahaman siswa dalam teks prosedur setelah mereka mendapat metode PQ4R dikatagorikan bagus. Perhitungan t-test menunjukkan \( t_o > t_c \). Perhitungan t-observasi mendapatkan hasil 7,87 lebih tinggi dari t-table 2,04 dengan taraf signifikan 0,05. Ini berarti ada perbedaan yang signifikan antara penguasaan membaca pemahaman siswa kelas sembilan SMP PGRI 6 Kayen Pati yang diajarkan sebelum dan sesudah menggunakan metode PQ4R.

Dengan mempertimbangkan proses dan hasil penelitian ini, Penulis berharap penelitian ini dapat membantu guru untuk menggunakan metode PQ4R sebagai salah satu metode alternatif dalam mengajar membaca pemahaman. Dengan menggunakan PQ4R, mengajar dan proses belajar akan lebih efektif dan akan meminimalkan waktu belajar.
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