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DAFTAR ISI

DAFTAR ISI.....	iii
PEDOMAN TRANSLITERASI ARAB-LATIN.....	iv
USING PQ4R TO INCREASE THE STUDENTS' READING COMPREHENSION AT AL-BIDAYAH ISLAMIC BOARDING SCHOOL JEMBER <i>Suparwoto Sapto Wibono</i>	121-132
TRANSFORMASI SISTEM PENDIDIKAN PESANTREN (Studi Perubahan Model Pesantren di Pesantren Bustanul Ulum Bulugading Bangsalsari Jember) <i>Nuruddin</i>	133-144
PENGEMBANGAN KURIKULUM PAI DI PONDOK PESANTREN AL-ISHLAH BONDOWOSO TAHUN 2013 <i>Rasydi Baya'gub</i>	145-158
PERANAN KYAI DALAM MENINGKATKAN KINERJA GURU SERTIFIKASI DI PONDOK PESANTREN MUADALAH BAITUL ARQOM BALUNG JEMBER <i>Zainuddin Al-Haj Zaini</i>	159-168
GENEALOGI PARADIGMA FIQH PROGRESIF DI PESANTREN (Studi Atas Cikal-Bakal Berdirinya Ma'had Aly Al-Qism al-Fiqh di Pondok Pesantren Salafiyah Syafi'iyah Sukorejo Situbondo) <i>Paglow Abd. Hamid</i>	169-182
AKSEPTABILITAS TAFSIR INDONESIA DI PESANTREN: STUDI MULTI KASUS DI JEMBER <i>Umi Yusra</i>	183-196
AJARAN JIHAD DALAM KURIKULUM PESANTREN (Studi Kasus di Pondok Pesantren Al-Islah Bondowoso) <i>Safriadi Lidi Wibowo</i>	197-208
PENGEMBANGAN PENDIDIKAN ISLAM BERBASIS MULTIKULTURAL (Studi pada Pondok Pesantren Al Qodiri dan Al-Ghazali Jember) <i>Hefni Zaini</i>	209-224
PERAN LEMBAGA PENDIDIKAN ISLAM DALAM MEMBENTUK PENDIDIKAN KARAKTER: SOLUSI MENJAWAB TANTANGAN KRISIS MULTIDIMENSIONAL (Studi Kasus Pondok Pesantren Mabsd'ul Ma'arif Jombang Jember) <i>Khotilul Ummam</i>	209-234
WANTU KARIR PERSPEKTIF ISLAM (Upaya membangun keluarga sakinah) <i>Abbas Matobur</i>	235-246
PETUNJUK PENULISAN.....	247-248

PEDOMAN TRANSLITERASI ARAB-LATIN

I. KONSONAN

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ط = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ظ = th	و = w
خ = kh	ظ = zh	د = h
ذ = d	ع = ' (vowel)	ء = ' (vowel)
ذ = dz	غ = gh	ي = y
ر = r	ف = f	ت = t

II. VOKAL PENDEK

ُ = u
ِ = i
َ = a

III. VOKAL PANJANG

ُ = ū
ِ = ī
َ = ā

IV. DIFTONG

او = au
اي = ai

V. PEMBAURAN

ال = al
الـ = al-Sy...
وا = wa al

USING PQ4R TO INCREASE THE STUDENTS' READING COMPREHENSION AT AL-BIDAYAH ISLAMIC BOARDING SCHOOL JEMBER

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ABSTRACT

Penelitian ini merupakan penelitian tentang meningkatkan kemampuan siswa dalam memahami bacaan dengan menggunakan strategi PQ4R. Secara teori bahwa strategi PQ4R dapat meningkatkan kemampuan siswa dalam memahami bacaan. Oleh karena itu peneliti menerapkan strategi ini kepada siswa di pondok pesantren Al Bidayah Tegal Besar Jember. Hasil penelitian dalam pre test bahwa siswa yang mendapat nilai ≥ 60 dalam soal menemukan ide pokok sebanyak 58 %, dalam menemukan informasi khusus sebanyak 42 %, dan menemukan kesimpulan sebanyak 50 %. Sementara dalam post test bahwa siswa yang mendapat nilai ≥ 60 dalam soal menemukan ide pokok sebanyak 83 %, dalam menemukan informasi khusus sebanyak 83 %, dan menemukan kesimpulan sebanyak 58 %. Kesimpulan dari penelitian ini adalah bahwa strategi PQ4R dapat meningkatkan siswa dalam memahami bacaan.

Key Words: PQ4R, Reading Comprehension

INTRODUCTION

Maxom¹ states that reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing. On the other hand, it really isn't enough just to put a book or short text in front of students and ask them to read, whether silently or out loud.

Reading is a very important activity in our life. Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, arts, culture, etc written in books, magazine, newspaper, etc.

We can help students develop a host of sub-skills through activities around reading. And, we can make life easier by

selecting reading material that's both at the right level and somewhat interesting.

In every teaching and learning process, reading skill is always taught. The process needs an effective strategy to get a maximum goal. It is because strategy is important to be applied. Strategy² is procedures used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies and communication strategies are those conscious or unconscious processes which language learners make use of in learning and using a language.

One of the strategies which can help students to understand reading text is PQ4R. PQ4R is a strategy that guides the

¹ Maxom (2009: 139) Teaching English as a Foreign Language For Dummies. John Wiley & Sons, Ltd

² Richards Jack C. and Schmidt Richard 2002. *longman dictionary of language teaching and applied linguistics*. Pearson Education Limited

students to understand reading text based on the steps. The steps covers preview, question, read, recite, reflect and review. PQ4R³ strategy can help the students focus in organizing information and making it meaningful.

There were some cases which the students' Al Bidayah Islamic Boarding School Jember in the English teaching and learning. Based on interview, the students have some difficulties namely they do not understand the text, vocabulary. Besides, they need long time to understand the text. Understanding a long text make them bored.

One of the goals of Al Bidayah Islamic Boarding School Jember in the English teaching and learning is that the students are able to understand the English text. To understand the English text, the students must know the language components. Besides, the students must be used to practice the reading skill. The more students read, the more students will get the knowledge.

This research had some purposes that generally the researcher wants to know using PQ4R can increase the students' reading comprehension at Al Bidayah Islamic Boarding School Jember in 2013.

The Definition and Steps of PQ4R

PQ4R⁴ strategy provides a series of

steps aims to help the reader understand and remember what he or she has already read.

PQ4R⁵ strategy stimulates students' prior knowledge by using six steps: preview (activates prior knowledge), question, read, reflect, recite and review. These latter steps confirm the knowledge activated in the preview and establish a bridge with the new knowledge.

The Steps of PQ4R

These activities are designed to increase the depth to which you process the information you read.

1. **Preview.** One of the best ways to begin a new chapter is by *not* reading it. Instead, take a few minutes to skim the chapter. Look at the section headings and any boldface or italicized terms. Obtain a general idea of what material will be discussed, how it is organized, and how its topics relate to one another and to what you already know. Some people find it useful to preview the entire chapter once and then survey each major section in a little more detail before reading it.
2. **Question.** Before reading each section, stop and ask yourself what content will be covered and what information should be extracted from it.
3. **Read.** Read the text, but think about the material as you read. Are the questions you raised earlier being answered? Do you see the connections between the topics?
4. **Reflect.** As you read your text, think of examples of concepts that might apply to your own life. Create visual images that reflect the concept, and ask yourself how each concept might be related to other concepts within that chapter and

³ Slavin, R.E. 1994. *Educational Psychology Theory and Practice*. http://online.sfsu.edu/~foreman/itec/finalprojects/danabayer_studyskill_pq4r.html. Retrieved in September 18th, 2011

⁴ Fox, R., Radloff, A., and Hermann, A. 1994. *Learning Skills Teaching Learning Group*.

Bentley:WA. Retrieved from: http://www.humanities.curtin.edu.au/egibin/view?area=soc&dir_Student_Resources&page=Study_Guide&Sub. Retrieved in September 22nd, 2011

⁵ Sanacore Joseph. 1983. *Improving Reading Through Prior Knowledge and Writing*. Journal of Reading, May, 714-71.

- in other chapters you have already read.
5. **Recite.** At the end of each section, stop and recite the major points. Resist the temptation to be passive by mumbling something like, "Oh, I remember that." Put the ideas into your own words.
 6. **Review.** Finally, at the end of the chapter, review all the material. You should see connections not only within a section but also among the sections. The objective is to see how the author has organized the material. Once you grasp the organization, the individual facts will be far easier to remember.

The PQ4R method of comprehending material is an extension of SQ3R⁶. PQ4R⁷ is considered as an effective technique for helping students organize and retain information from texts.

The application of PQ4R Strategy

The application of PQ4R can be seen on the table below:

steps	Teacher's activities	Students' activities
Step 1. Preview	a. Giving reading materials to students to read b. Informing the students how to find main idea and the aims of learning will be reached.	Reading at the same instant quickly to find main idea and aims of learning will be reached
Step 2. Question	a. Informing the students to pay attention the meaning of the text. b. Answering questions	a. Paying attention to teacher's explanation. b. Answering questions

⁶ Thomas, E.L. & Robinson, H.A. (1972). *Improving reading in every class: sourcebook for teacher*. Boston: Allyn & Bacon.

⁷ Anderson, J.R. (1995). *Learning and Memory*. New York: John Wiley

	b. Giving assignment to the students to make questions from the main idea they found by using "what, why, who, and how.	they have made.
Step 3. Read	Giving assignment to the students to read and respond the questions they have compiled before.	Reading actively while they are giving a respond to what they have read and answering questions they have made.
Step 4. Reflect	Simulating or informing the materials which is in reading materials.	Not only memorizing and recalling the materials but also trying to solve the problem made by teacher by using their knowledge which is known through the reading.
Step 5. Recite	Asking the students to make main point from the material they have learnt	a. Asking and answering the questions b. Looking at the notes/ the main point they have made before c. Making the main point from the discussion
Step 6. Review	a. Asking students to read the	a. Reading the main point they have

	main point they have made	b. Rereading the answer.
	b. Asking the students to reread it	

The Advantages and disadvantages of PQ4R Strategy

a. The advantages of PQ4R Strategy

There are some advantages of PQ4R Strategy such as:

1. It helps to make individual to know what to learn. It focuses students' attention, increasing interest, relating new ideas to previously known concepts and building comprehension.
2. The students are encouraged to actively interact with the material while reading by the following organizing techniques.
3. PQ4R is easy to use and can be applied to readings in most academic.

b. The Disadvantages of PQ4R Strategy

There are some advantages of PQ4R Strategy such as:

1. It requires the ability to skim texts which involve the rapid reading of chapter elements such as introduction, conclusion, summary, first and the last lines of paragraph, etc.
2. It also requires the ability to scan texts which involves careful search for specific facts and examples.
3. This method can be not suitable for the young students as it may be difficult for them.

The Process of Reading

Brown quoted Led by Goodman's differed between bottoms-up and top-down process. They became a cornerstone of reading methodology for years to come.

2.1.1 Bottom-Up Process

In bottom up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic

data-processing mechanisms to impose some sort of order on these signals.

2.1.2 Top-Down Process

Top-down processing likes taking an eagle's eye view of a landscape. Virtually all reading involves a risk because readers must infer, decide what to retain and not to retain, and move on. Top-down processing in which we draw on our intelligence and experience to understand a text.

Meanwhile the abilities needed in reading a language include at least the following⁸:

1. Language and graphic symbols

- a. Comprehending a large percentage of lexical items occurring in non-specialized writing and being able to derive the meaning of unfamiliar items (or special uses of common items) from the contexts in which they occur.
- b. Understanding the syntactical patterns and morphological forms characteristic of the written language and following the longer and more involved stretches of language (sentences and sequences of sentences) occurring in formal writing.
- c. Responding correctly to the graphic symbols of writing (e.g., punctuation, capitalization, paragraphing, italicizing) used to convey and clarify meaning.

2. Ideas

- a. Identifying the writer's purpose and central idea.
- b. Understanding the subordinate ideas which support the thesis.
- c. Drawing correct conclusion and valid inferences from what is given.

3. Tone and style

- a. Recognizing the author's attitude

⁸ Harris David P. 1969. *Testing English as a second language*. USA. McGraw-Hill Book Company.

toward the subject and the reader; understanding the tone of the writing.

- b. Identifying the methods and stylistic devices by which the author conveys his ideas.

Selection of the test passages is needed⁹. Some cases must be considered pertain to passage are length of passage, subject matter, style and treatment of subject and language. Passage of between 100 and 250 words are about the proper length.

Reading Strategies

Strategy¹⁰ is a procedure used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies and communication strategies are those conscious or unconscious processes which language learners make use of in learning and using a language.

Reading skills also refers to reading micro-skills abilities required for skilful reading, such as, discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, making predictions. In second and foreign language instruction, particularly with adults, these skills are sometimes taught separately. In this research the researcher chooses discerning main idea, noticing specific detail, and making inference.

Principle for Designing Interactive Reading Techniques

There are some principles to construct the students can develop their ability in understanding reading text. The

following are the principles for designing interactive reading techniques¹¹:

1. In an interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skills.
2. Use techniques that are intrinsically motivating.
3. Balance authenticity and readability in choosing texts.
4. Encourage the development of reading strategies.
5. Include both bottom-up and top-down techniques.
6. Follow the 'SQ3R' sequence
7. Subdivide your techniques into pre-reading, during reading, and after reading phases.

In this principle we are considered to use SQ3R. As it is mentioned before that PQ4R is the extension of SQ3R, so we can use PQ4R as the substitution of the SQ4R.

Finding Main Idea of Texts.

In addition to stating the topic, most topic sentences also tell the writer's main idea, or in other words, the idea that the writer wants to express about the topic.¹² To explain the idea, the writer includes several supporting details in the paragraph and these details are more specific than the main idea. Main idea¹³ in a composition, the central thought or topic, is often identical with the topic sentence of the composition.

¹¹ Brown, H. Douglas. 2001. *Teaching by Principles*. Second Edition. White Plains, NY: Pearson Education.

¹² Mikulecky, Beatrice S. 2007. *Advanced reading power : extensive reading, vocabulary building, comprehension skills, reading faster*. White Plains, NY: Pearson Education

¹³ Richards Jack C. and Schmidt Richard. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. Pearson Education Limited

⁹ Ibid.

¹⁰ Richards Jack C. and Schmidt Richard. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. Pearson Education Limited

Finding Specific Information of Texts

Specific information can refer to reading for details¹⁴. Reading for details is a level of reading comprehension in which the reader reads to note specific information in a passage including the sequence of information and a common goal in teaching reading comprehension. A good reader is able to select details relevant to main ideas and also to generate implied main ideas from detailed information.

Finding Inference of Texts

Inferencing (in learning and comprehension) is the process of arriving at a hypothesis, idea, or judgement on the basis of other knowledge, ideas, or judgements (that is, making inferences or inferring).

Different types of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading used. The following are commonly referred to:

- a. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.
- b. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring (inferencing).
- c. Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.

The Teaching and Learning Reading Comprehension Process in Al Bidayah Islamic Boarding School Jember

Al Bidayah Islamic Boarding School is one of place that provides students want to get knowledge about not only specific materials such as Arabic language, the rule of Quran language, any materials about Islamic studies but also general materials

such as English. It is informal education because the activities are done after the students get formal education.

English is taught in this place in other the students are able to follow the lesson in their formal education; junior high school, senior high school, or higher education. It is impossible to teach them based on their formal education level. Therefore, they are given placement test before studying English. The result of the test showed that there are three levels. Each of level is taught by different teacher.

Meanwhile, to support their lesson, the teachers determine some books which are used to study. The teachers take first thing first, practice and progress as main books.

RESEARCH METHODOLOGY

Kind of Research

The researcher used classroom Action Research for this research. Action research has purpose to develop new skills or new approach to solve problem in field work or the other actual problem by using implementation directly (Suryabrata, 1997: 35).

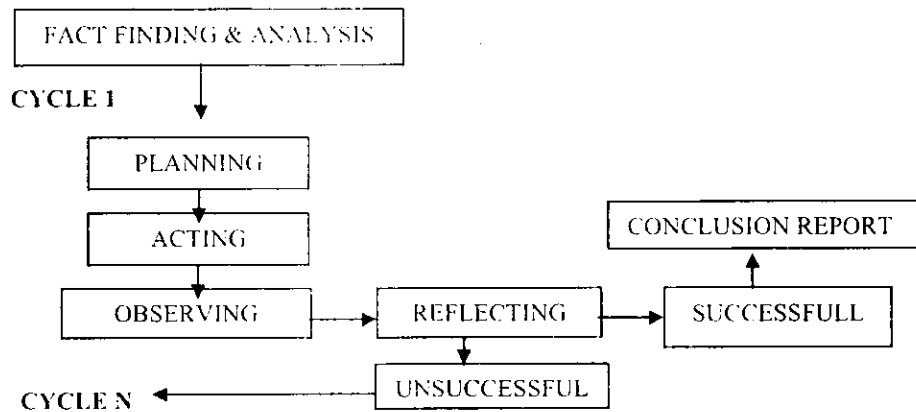
Action Research Procedures

This research covered four activities as follows: Planning, Acting, Observing, and Reflecting.¹⁵

¹⁴ ibid

¹⁵ Arikunto, S. 2007. *Prosedur Penelitian suatu pendekatan praktik*. Jakarta. Rineka Cipta

The research procedures are illustrated below¹⁶.



1. Planning

The preparation of the action are as follows: Making the lesson plans to each meeting of the cycles, selecting the materials (reading texts) that used to teach in teaching and learning English process, arranging learning process using PQ4R, arranging evaluation instrument (test), preparing the guide of observation in the form of checklist containing the indicators observed, dividing the students into several teams and groups, preparing the way to score the students' test.

2. Acting

The acting covered: the teacher gave reading text to students, the teacher asked the students to read at flash to find the main idea, the teacher asked the student to make questions and answer by themselves, to read and answer the question that they arranged before, the teacher asked the students to find the detailed information, the teacher informed the content of reading text, the teacher asked the student to summarize the reading text, the teacher asked the students reread what they had written.

3. Observing

Observation¹⁷ is a method to analyze and take a note systematically about behavior by seeing or observing an individual, group directly. The observation is done to know whether the students are active or not. To get the note of the students' activities, the researcher uses check lists. In this way, the students feel that they are paid attention by the researcher.

4. Reflecting

This reflection was intended to know whether the action had weaknesses or not and identify successfulness and unsuccessfulness.

To measure the students' successfulness percentage, the researcher uses a formula as follows:

$$S = \frac{R}{N} \times 100$$

Where:

S : The value which is hoped or obtained.

R : The number of score items which answered correctly

N : The maximum score of the test
(Purwanto, 2010:112)

¹⁶ Iskandar, 2009. Penelitian tindakan kelas. Ciputat. Gaung Persada.

¹⁷ Purwanto, M.Ngalim, 2010. Prinsip-prinsip dan teknik evaluasi pengajaran.

Data Collecting Method

1 Test

In this research, content validity is used because the materials have been

discussed in classroom. Besides, the content of test materials is constructed by considering the indicators to be measured.

The content of the test can be seen on the table below:

The Components of Reading Comprehension Items			
Reading Comprehension	Components	Question items	
		Item Number	Total
Text 1	Main Idea	2,11,21,22,30	5
Text 2	Specific Information	1, 3, 4, 7, 8, 9, 10, 12, 14, 15, 16, 18, 20, 24, 27, 28, 29	17
Text 3	Inference	5, 6,13, 17,19, 23, 25, 26,	8
Total item number			30

Observation

In this research, the researcher observed in each meeting of each cycle while the researcher is doing the action. The researcher also did the observation while he is teaching as supporting information to the researcher's observation. Arikunto (2002:204) notes that the most effective way in observation by using checklist containing some indicators observed is used by observer or researcher.

Interview

Interview¹⁸ is classified into three categories, namely, in-guided interview, guided interview, and in-guided and guided interview. In this research in-guided interview is used. It is used because the interviewer is free to ask whatever he asks which pertain to the data collected.

Documentation

Documentation¹⁹ is a method in searching data about variables in the form of notes, transcript, books, news, magazines, and the like. In this research, documentation is used to get the supporting data about the name of the research subjects, background of the

students, the way teaching and learning process, the schedule management, English books.

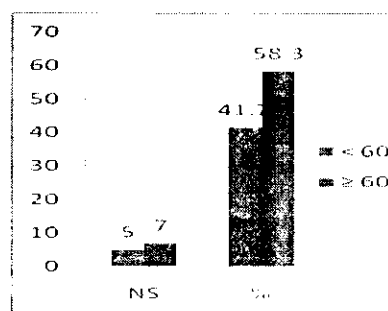
Research Subject

Research Subject was the student's Al Bidayah Islamic Boarding School Jember in 2013. The class was classified based on the placement test. There are three classes which taught by different teacher. Here the researcher took one of them consists 12 students.

RESEARCH RESULT

Preliminary study

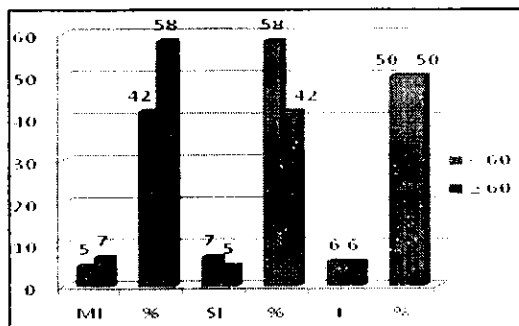
After the students had done the test, the researcher counted the result of the test. There were 5 students who got < 60 or less than sixty was 58.3%. Meanwhile there were 7 students who got ≥ 60 or greater-than or equal to sixty was 41.7%. Then from the data above, it can be shown through graphic below:



¹⁸ Arikunto, S. 2007. *Prosedur Penelitian suatu pendekatan praktik*. Jakarta. Rineka Cipta

¹⁹ ibid

Then the score based on the number of students and percentage can be shown as follow:

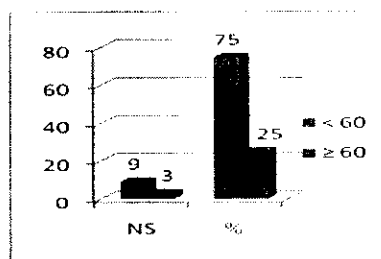


The result of cycle 1

After the students had done the test, the researcher counted the result of the test. Generally, the result of the test score could be described as follows:

Reading Comprehension	Indicators	Number of items	Score percentage	
			< 60	≥ 60
Text 1,2,3	Main idea, Specific information, inference	30	25%	75 %

Then from the data above, it can be shown through graphic below:



The items of each indicator result in post test can be shown on the table form below:

Reading Comprehension	Indicators	Number of items	Score (%)	
			<60	≥60
Text 1, 2, 3	Main idea	5	17	83
	Specific information	17	17	83

Indicators	Number of students	Percentage
Main idea	8	42
Specific information	8	42
Inference	8	42

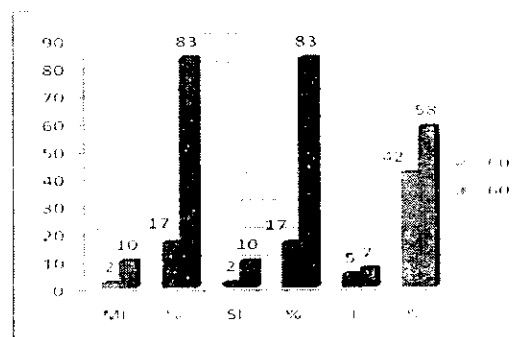
Then the score based on the number of students and percentage can be shown as follow:

Note:

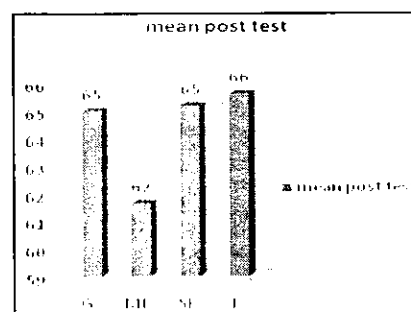
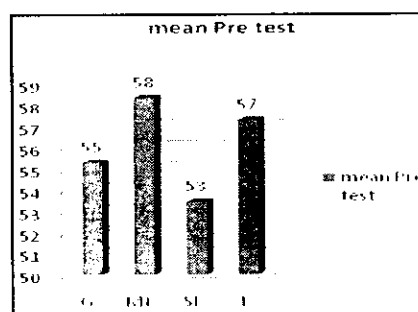
MI: Mean Idea

SI: Specific Information

I: Inference



Meanwhile the mean of the pre test reading comprehension was 55. Then the mean of specific indicators; main idea, specific information and inference respectively was 58, 53, and 57. It can be summarized on the table below:



After the researcher gave treatment to the students using PQ4R to reading comprehension, the students can increase their reading comprehension. It is proved by the mean score 65. Meanwhile the mean of specific indicators; main idea, specific information and inference respectively was 62, 65, and 66. It can be summarized on the table below:

DISCUSSION

In general it was obvious that teaching reading comprehension by using PQ4R strategy gave positive contribution on the students' reading comprehension especially for finding main idea, specific information, and inference. The implementation of PQ4R strategy is based on the name that stands by preview, question, read, reflect, recite, and review. It was proved that the result of the test in cycle was significant. The result of pre test showed that the percentage of the mean of students' reading comprehension test score was 55. Meanwhile the mean of each indicators; main idea, specific information and inference is 58, 53, and 57. After the researcher counted the percentage in pre test it found that there was 58 % of the students who got greater-than or equal 60 in doing main idea, 42 % of the students who got greater-than or equal 60 in doing specific information and 50% of the students who got greater-than or equal 60 in doing inference.

The result of post test showed that the percentage of the mean of students' reading comprehension test score was 65. Meanwhile the mean of each indicators; main idea, specific information and inference is 62, 65, and 66. After the researcher counted the percentage in pre test it found that there was 83 % of the students who got greater-than or equal 60 in doing main idea, 83 % of the students who got greater-than or equal 60 in doing specific information and 58% of the

students who got greater-than or equal 60 in doing inference.

From the result of the students test, it showed that PQ4R strategy can make students better in reading comprehension. As the fox and Hermann state that PQ4R strategy provides a series of steps aims to help the reader understand and remember what he or she has already read. It can be concluded that the uses of PQ4R strategy as a method had been empirically proven to improve the students' reading comprehension successfully.

CONCLUSION

Based on the result of classroom action, it generally can be concluded that using PQ4R can increase the students' reading comprehension at Al Bidayah Islamic Boarding School Jember in 2013 by implementing the steps of PQ4R, considering length of the reading text, giving more practice, and considering the length of the reading text.

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