TEACHING READING COMPREHENSION BY USING PSR (PREVIEW, STUDY-READ, REVIEW) STRATEGY TO ELEVENTH GRADE STUDENTS OF SMA NURUL YAQIN KECAMATAN TANJUNG BATU KABUPATEN OGAN ILIR

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements to get the title of Sarjana Pendidikan (S.Pd.)

by

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Di
Palembang

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Demikianlah terima kasih.

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **"TEACHING READING COMPREHENSION BY USING PSR (PREVIEW, STUDY-READ, REVIEW) STRATEGY TO ELEVENTH GRADE STUDENTS OF SMA NURUL YAQIN KECAMATAN TANJUNG BATU KABUPATEN OGAN ILIR"** adalah karya saya sendiri. Apabila teryata bukan hasil kerja saya, saya bersedia diberi sanksi sesuai dengan pasal 70, Undang-Undang No.20 tahun 2003 tentang "Sistem Pendidikan Nasional" yang berbunyi "Lulusan yang karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi atau vokasi sebagaimana dimaksud pada ayat 25 (2) terbukti merupakan jiplakan di pidana penjara paling lama dua tahun / atau / pidana denda paling banyak Rp. 200.000.000 (dua ratus juta rupiah)".

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Palembang, August 2014

The writer,

MH

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ABSTRACT

The study was conducted to find out whether or not there is a significant difference on students' reading comprehension achievement of the Eleventh Grade Students of SMA Nurul Yaqin Kecamatan Tanjung Batu Kabupaten Ogan Ilir by using PSR (Preview, Study-Read, Review) strategy than those who are taught by using the strategy usually used by the teacher. The population of the study was the eleventh grade students of SMA Nurul Yaqin Kecamatan Tanjung Batu Kabupaten Ogan Ilir in the academic year 2013/2014. The total number of the students was 60 students. 30 students were in the experimental group and 30 were in the control group. The instrument for collecting data was test. The test was administrated twice as the pre-test and the post-test. The result showed that teaching reading comprehension by using PSR (Preview, Study-Read, Review) strategy had a significant effect on the student's reading comprehension achievement. Based on the analysis using independent sample t-test, it was found that the p-outout 0,002<0,05 and t-value 3,286>2,021(with df 58). It means that the alternative hypothesis was accepted and null hypothesis was rejected. It means there was a significant difference in the reading comprehension achievement between the students who were taught by using PSR (Preview, Study-Read, Review) strategy than those who are taught by using the strategy usually used by the teacher.

Keywords*: Reading Comprehension, PSR (Preview, Study-Read, Review) strategy*

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CHAPTER I

INTRODUCTION

In this chapter (a) background, (b) problem of study, (c) objective of study, (d) significances of the study, (e) hypothesis of the study, and (f) criteria for setting the hypotheses are presented.

A. Background

Language is a tool for social communication in daily life. According to Sanggam (2008 :1), language plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with others. It is line with what Kramsch (1998: 3), language is the principal means whereby we conduct our social lives. By using language people can communicate orally or in written form. Through language people can express their ideas, feelings and thoughts. In addition Thompson (2003: 37) states that language is also a set of interlocking relationship in its own right, in the sense that meaning arises from the way in which particular language forms are combined and interact with one another. Furthermore language is used by the people as bridge to communicate and interact with each other all over the world.

English plays a role as global language. It is used to communicate among the nations in all over the world. Crystal (2003 :8) stated that English is a global language, which is widely used in various countries and in various fields. It is because English holds important part in human life and

contributes to all aspects, such as social, politic, culture, technology, economic, education and so on. Therefore, Indonesian (students) should be prepared to face the globalization era by mastering English.

There are four major language skills that must be mastered in learning English. They are listening, speaking, reading and writing. Sanggam (2008: 2) divided language skills into two part: the productive language and the receptive language skills. The productive language skills are speaking (it is the skill of a speaker to communicate information to a listener or a group of listeners) and writing (it is the skill of a writer to communicate information to a reader or group of readers). The receptive language skills are listening (it is the skill of a listener or a group of listeners to interpret information transferred by a speaker) and reading (it is the skill of a reader or a group of readers to interpret information transferred by a writer). The difference between these language skills are; in productive language skills the students who these skills need to produce language, and in the receptive language skills the students do not need to produce language to do these, they receive and understand it.

Reading is one of language skill that should be mastered by the students. It is because by reading students can add their knowledge and get much new information from the text (Pratiwiningsih, 2013: 3). Reading holds the important rule, because reading is one activity which can not be released from our live to search some information or knowledge from printed text.

In writer's observation on the students' problems in learning reading at the eleventh grade students of SMA Nurul Yaqin, he found that many students have difficulties to comprehend a reading text book. There are several reasons that cause the students face the difficulties. Some of them are the students' interest in reading are very low, the student's knowledge are not enough in comprehend the sentence structure a text, the lack of vocabulary. One of the crucial problem faced by students is in finding the main ideas or important information in a paragraph of the text.

The writer thinks to solve the condition, the teachers need to apply an alternative strategy in teaching reading comprehension. As we know that there are various teaching strategies that are possible to be applied. The strategy that can help the students become more creative by using create effective questions about the reading material and it also allows the students to answer their own questions they formulate. Based on the problem, the writer wants to apply one of the strategy which is called PSR (Preview, Study-Read, Review) strategy.

According to Daiek and Anter (2004: 288), develop question in Preview stage using six word or question word (who, what, when, why, where, and how) and allows the students to answer their own questions can help students pay closer attention as they read. Although many of the questions they create during Preview stage will be very basic.

Based on the description above, the writer was interested in applying PSR (Preview, Study-Read, Review) strategy. So, the title of this study is "Teaching Reading Comprehension by Using PSR (Preview, Study-Read,

Review) Strategy To The Eleventh Grade Students of SMA Nurul Yaqin Kecamatan Tanjung Batu Kabupaten Ogan Ilir".

B. Problem of the Study

Based on the background above, the problem of the study was formulated into the question : "Is there significant difference on students' reading comprehension achievement who are taught by using PSR (Preview, Study-Read, Review) strategy than those who are taught by using the strategy usually used by teacher at the Eleventh Grade Students of SMA Nurul Yaqin Kecamatan Tanjung Batu Kabupaten Ogan Ilir?"

C. Objective of the Study

Based on the problem above, the objective of this study is to find out whether or not there is significant difference on students' reading comprehension achievement than those who were taught by using the strategy usually used by teacher at the Eleventh Grade Students of SMA Nurul Yaqin Kecamatan Tanjung Batu Kabupaten Ogan Ilir.

D. Significances of the Study

The result of this study will be useful for the teacher, students, and the next researcher.

1. For the teachers. The teachers of English can apply this strategy as an alternative to improve their strategies in teaching reading comprehension especially by using PSR (Preview, Study-Read, review) to teaching and learning English.

2. For the students, the result of this study is expected to help them to study reading comprehension more intensively and creatively by using PSR (Preview, Study-Read, review) strategy to improve their reading skills.
3. For the next researchers, the result of this study is expected that it can help other researchers who conduct research at the same subject and can be reference.

E. Hypotheses of the Study

The term hypothesis refers to a prediction of the possible outcomes of the study (Fraenkel, 2012:83). In this study hypotheses fall into two types; (1) the null hypothesis (Ho) and (2) the alternative hypothesis (Ha). According to Kothari (2004: 186), a null hypothesis represents the hypothesis we are trying to reject, and alternative hypothesis represents all other possibilities.

Ho : There is no significant difference on students' reading comprehension achievement who are taught by using PSR (Preview, Study-Read, Review) strategy than those who are taught by using the strategy usually used by teacher at the Eleventh Grade Students of SMA Nurul Yaqin Kecamatan Tanjung Batu Kabupaten Ogan Ilir.

Ha : There is a significant difference on students' reading comprehension achievement who are taught by using PSR (Preview, Study-Read, Review) strategy than those who are taught by using the strategy usually used by teacher at the Eleventh Grade

Students of SMA Nurul Yaqin Kecamatan Tanjung Batu Kabupaten Ogan Ilir.

F. Criteria for Testing the Hypothesis

The alternate hypothesis would be tested by using t-distributor table (*See* Appendix A). The criteria used for testing hypotheses are as follows :

1. The null hypothesis (Ho) was accepted if the result of the t-value is less than that t-table 0,05 level. It means that (Ha) is rejected.
2. The alternative hypothesis (Ha) was accepted if the result of the t-value is the same or greather than t-table at 0,05 level. It means that (Ho) is rejected.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer presents (a) theoritical framework, (b) previous related the study, and (c) research setting.

A. Theoritical Framework

In this part, it deals with: (1) concept of teaching, (2) definition of reading, (3) types of reading, (4) models of reading, (5) concept of teaching reading, (6) concept of reading comprehension, (7) implementation of PSR strategy, and (8) conventional strategy.

1. Concept of Teaching

Teaching is an interactive communication between teacher and students and among students themselves. It means that teaching does not only explain the lesson to students, but also ask question, give students' time to thing, comprehend and respond so that the purpose of learning can be achieved well. According to Brown (2007: 8), teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. It is line with what islam, the people are suggested to teach in appropriate ways such as dialogue:

فَسْـَٔلُوٓاْ أَهۡلَ ٱلذِّكۡرِ إِن كُنتُمۡ لَا تَعۡلَمُونَ ﴿٤٣﴾

"...So ask the people of the message if you do no know."(Surah An Nahl verse 43). And giving advice :

وَعِظْهُمْ وَقُل لَّهُمْ فِيٓ أَنفُسِهِمْ قَوْلًۢا بَلِيغًا ﴿٦٣﴾

"... but admonish them and speak to them a far-reaching word".(Surah An-Nisa' verse: 63).

Based on the verses above, islam really suggest in teaching well, the dialogue between teacher and students and among students themselves can increase their knowledge about an subject. Giving advise is guiding by intruction well can help them to know and understand in the study of something. In addition Peck (2001: 1) that teaching is like an art. It is a set of skills, strategies, and a way of looking at the world that is combined by the teacher into a creative and completely original expression.

According to Arends (2012: 20), the ultimate of teaching is to assist students to become independent and self-regulated learners. This purpose does not negate other purposes of education, but instead it serves as an overarching goal under which all other goals and teacher activities can be placed. This primary purpose steams from two underlying assumptions. The first is the contemporary view that knowledge is not enterely fixed and transmittable but is something that all individuals, students and adults alike, actively construct through personal and social experiences. The second is the perspective that the most important thing that students shouls learn is how to learn.

Teaching has aspects that can not be codified or guided by scientific knowledge alone but instead depend on a complex set of individual

judgements based on persona experiences. It means teaching is an art based on teacher's experiences and the wisdom of practice. A teacher has an important role in teaching. The teacher plays many roles in the course of teaching. It is line with Brown (2001: 198) that a teacher has to play many roles. Think of the possibilities: authority figure, leader, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent. Some of these roles will be more prominent than others, especially in the eyes of the students.

In our society, teachers are given professional status. As professionals, they are expected to use best practice and the efectivenees in teaching to help students learn essential skills. In teaching the effectiveness is very important, so good teaching is not only explain a lesson from beginning to end. it is not effective. so the teacher must organize classroom well. Moore (2005: 8) states that well-organized classrooms are like business. Classes get started on time, and students know what they are to do with class time. Moreover, students know when it is time to get back to work, and they understand the reasons behind and importance of assignment.

From statement above, it can be concluded that a good teacher is required to be able to organize classroom activities well, because an effective classroom activity is a potential activity to know students' achievement.

2. Definition of Reading

Actually, it is difficult to define what reading is. It has a broader meaning, there is no single set of definition of reading, but today there is a

broad definition that has been widely used. The definition of reading can be variable according to its level of proficiencies. Such as novice-level, intermediate-level, advanced-level and superior level readings. (Sanggam, 2008: 106).

Pang, et.al. (2003: 6) mention that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Alyousef (2006: 64) argues that reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). Meanwhile Khand (2004 :43) explained that reading is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials.

According to Strevens as cited in Rajabi (2009: 76), the great importance of reading to the students for two reasons; reading provides the students with access to a great quantity of further experience of the language. The second reason is presenting a window onto the normal means of continuing the student's personal education by reading skill. Through reading, the students would be able to develop a sufficient language base that enables them to produce the spoken or written messages which they are eager to communicate to others.

3. Types of Reading

Gilani, et.al. (2012: 86) state in general, there are two types of reading namely Extensive and Intensive Reading. The following sections will explain these types of reading.

a. Extensive Reading

Extensive reading is reading in quantity in order to gain a general information about what is read, obtaining the gist to fasilitate reading comprehension. Brown (2001 :313) mentions that extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc.). Most extensive reading is performed outside of class time. Pleasure reading is often extensive.

b. Intensive Reading

This reading focuses on syntactic and semantic forms in the text, details in structure, with the aims of understanding literal meaning and implications. According to Brown (2001 :312), intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.

Jeffries and Mikulecky (1998: 291) state there is a great difference between extensive and intensive reading. Intensive reading is an activity in which students (usually in a class group, led by teacher) carefully read and examine an essay, short story, or other reading material assigned by the teacher. Many traditional reading classes use this approach almost exlusively. Although intensive reading can play an important role in developing an appreaciation of English language and literature, it is no substitute for extensive reading. Improvement in general reading and language ability comes with reading a lot.

4. Models of Reading

Gilani, et.al. (2012: 86) mention that there are three models of reading; the bottom-up model which emphasizes on the contexts, the top-down model which emphasizes on the readers, and the interactive model which emphasizes on the relationship between the text and the readers. The following sections will explain these models of reading.

a. The Top-down Model

It is processing in which we draw on our own intellegence and experience to understand a text (Brown, 2001: 299).

b. The Bottom-up Model

Brown (2001: 299) argues that 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.

c. The Interactive Model

The interactive model is combination of the two models (top-down and bottom-up). This model emphasize on the relationship between the text and the readers (Gilani, et.al. 2012: 86).

5. Concept of Teaching Reading

Teaching reading is crucial to apply in the school. The most fundamental responsibility of schools is teaching students to read. Indeed, the future success of all students hinges upon their ability to become proficient readers. In this case, a role of teachers is really important. A teacher should has awareness to teach the students to read and write. Reading and writing are two basic language skills that are important from

the first phase of primary education. These skils fall in the context of mother language learning (Durukan, 2011 : 102).

Teaching reading is difficult work. Teachers must be awere of the progress that students making and adjust instruction to the changing abilities of students. According to American Federation of Teachers (1999: 11), teaching reading is a job for an expert. Contrary to the popular theory that learning to read is natural and easy, learning to read is a complex linguistic achievement. For many children, it requires effort and incremental development. Moreover, teaching reading requires considerable knowledge and skill, acquired over several years through focused study and suvervised practice.

To solve the problem above, the teachers use reading strategies to help students learn to read and comprehend a text. There are many strategies to teaching reading. For insteance, PSR (preview, study-read, review) that is used by the writer in this study. When teaching a student a strategy, the strategy has to be taught with detailed and clear instruction.

6. Concept of Reading Comprehension

Comprehension is an essential thing in reading. Without reading comprehension, there would be no reading, because when we are reading we make connections between what we are reading and what we already know.

Day, et.al. (2005 : 62) state that there are six types of comprehension as follow:

a. Literal Comprehension

Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations.

b. Reorganization

The next type of comprehension is reorganization. Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.

c. Inference

Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

d. Prediction

Prediction involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends.

e. Evaluation

Evaluation requires the student to give a global or comprehensive judgement about some aspect of the text.

f. Personal Response

The last type of comprehension, personal response, requires readers to respond with their feelings for the text and the subject. The answers are

not found in the text; they come strictly from the readers. While no personal responses are incorrect, they can not be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

Word recognition and comprehension are essential processes in reading comprehension. Pang, et.al. (2003: 6) state that reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond the one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

In reading comprehension, prior knowledge plays an important role. It is caused to be able to comprehend what is being read, the students are often required to make connections with what is being read to to their own lives and experiences. It is line with what Klingner (2007: 8), reading comprehension involves much more reader's responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between students and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). In addition, Pang, et.al (2013: 12) state vocabulary is very important in learning to read and in future reading development. It means vocabulary is also an important in component to reading comprehensian. Because, if the students are reading do not understand what the majority of the words mean then it is going to be very difficult for them to understand what they are reading. In order to

understand a text, the students need to know the meaning of individual words.

7. Implementation of PSR Strategy

The letters PSR stand for Preview, Study-Read, and Review. This strategy helps a student creates effective questions about the material they read, it also allows the students to answer the questions they formulate. According to Daiek and Anter (2004: 285), there are severals benefits to questioning ourselves at different stages during our reading:

1. Establish a purpose for reading, which gets the students brain ready to learn,
2. Create a mental framework that holds new information in an organized way,
3. Give students the opportunity to react to what they read and not just accept what an author is saying, and
4. Read more closely because the students are looking for answers to their questions.

There are three stages to apply PSR strategy:

The first stage, Preview :

Step 1 : The students skim their reading – Reading quickly, skipping details and focus on title of chapter, introduction, subhead and summary.

Step 2 : Develop some questions that students can ask themselves –Reread the title and subheadings and develop question about them using these six words: who, what, when, why, where and how.

Step 3 : Predict content – Predict what the students think a reading assignment will be about based on the information they have gathered and questions you have developed.

The second stage, Study-Read :

Step 1 : Read and ask questions – Start by reading the first paragraph and ask your own questions that developed in the preview steps. When study-read a section, the students goals is to look for the answers to the questons you formulated during the preview stage.

Step 2 : Understand Sections – Read one part at a time and read either paragraph to paragraph. Once students have read everything in one part they should pause to ask their own questions and answer the questions from the preview stage.

Step 3 : Monitor reading - This means to see what things students don't understand and what questions still remain unanswered. It means monitor their understanding of what they read in each paragraph before moving on to the next.

Step 4 : Determine the main ideas– As students finish of each paragraph of their reading, stop and determine what the main idea of part is.

The third stage, Review :

Step 1 : Assess your understanding of what you read on entire reading assignment - Students can achieve this step by summarizing what they read, attaching new information they learned to old information they already knew about the subject, and completing

comprehension check, by asking themselves, what parts of the reading do they still not understand.

Step 2 : Clarify confusing parts. After completing the whole PSR strategy steps, if there are still parts students don't understand in their reading assignment, then they should get help from their instructur, tutor, or classmate before they move on in their reading.

8. Conventional Strategy

The conventional strategy is very common in teaching process. All of responsibilities for teaching and learning are dominated by the teacher. According to Jindal (2013 :365), conventional teaching strategy is a teacher dominated strategy. What is to be done, what is not to be done, how to do, when to do, who will participate in teaching learning process, how much to be done, and many more issues concerning classroom are decided by the teacher himself. This strategy ignores students in creative thingking and their participation in learning process. It is line with what Kuzu (2007 :36) asserts that it is based on the traditional view of education, where teachers serve as the source of knowledge while students serve as passive receivers.

B. Previous Related Studies

There are some previous studies related to this study. In relation to the process of comprehending the reading content.

The first thesis that was written by Dasril T.G. Hutabalian in 2009. His thesis entitled " Teaching Reading Comprehension to The Eleventh Grade Students of SMAN 1 Unggulan Inderalaya Utara Through Preview

Question Read Reflect Recite Review (PQ4R) Method. The result of this study showed that the students'ability in reading could be improved by using PQ4R.

The similarities and differences between Dasril's thesis and this study are: the similarity; at the dependent variable of this study. It is reading comprehension. The differences; at the independent variable.

The second thesis was nearly similar to this study entitled" Teaching Reading Comprehension by using PQRST Method to The Tenth Grade Students at SMA PGRI 4 Palembang" written by Betaria Harnika in 2011. The result of this study showed that the PQRST method was effective in teaching reading comprehension to the tenth grade students at SMA PGRI 4 Palembang.

The similarities and differences between Betaria's thesis and this study are: the similarity; at the dependent variable of this study. It is reading comprehension. The differences; at the independent variable. The sample students used by previous study were taken from the tenth grade students at SMA PGRI Palembang but the sample students was used for this study taken from eleventh grade students of SMA Nurul Yaqin Kecamatan Tanjung Batu Ogan Ilir.

The third thesis was written by Wiwik Handyani in 2011. Her thesis entitled " Improving students' Reading Comprehension Achievement by using SQ3R to The Seventh Grade Students of SMP N 2 Semendawai Suku III. The result of the study showed that SQ3R was effective for improving students' reading comprehension.

The similarities and differences between previous study and this study are : the similarity; at the dependent variable of this study. It is reading comprehension. The differences; at independent variable previous study uses SQ3R method while this study is PSR strategy. The sample students used by previous study were taken from to the seventh grade students of SMP N 2 Semendawai suku III Palembang but the sample students was used for this study taken from eleventh grade students of SMA Nurul Yaqin Kecamatan Tanjung Batu Ogan Ilir.

C. Research Setting

This study was conducted at SMA Nurul Yaqin Kecamatan Tanjung Batu Kabupaten Ogan ilir located in desa Tanjung Atap, kecamatan Tanjung Batu. It was established by Nurul Yaqin Fondation and next became Nurul Yaqin Islamic Boarding School. It includes; Pre-school, Ibtidaiyah, Tsnawiyah and Senior High School (SMA). The head master of this school is Hj. Istifada Rasyad, Spd, MM Since 2009, SMA Nurul Yaqin is located at jalan Merdeka KM. 55 Kelurahan Tanjung Batu Timur, kecamatan Tanjung Batu, kabupaten Ogan Ilir, South Sumatera province.

There are 34 teachers in this school. They are consist of permanent employee 7 people, civil servant teachers 8 people, honorer employee 13 people, staff education 5 people and 1 teacher graduated S2. There is only 2 (two) teachers who teach English subject from the tenth to the twelve grade. They graduated from English education department.

There are 293 students in academic year 2013/2014. They are, class X which consist of 49 male students and 70 female students, class XI which

consist of 33 male students and 27 female students. The last, class XII which consist of 59 male students and 57 female student. In this study, the writer focused on the eleventh grade students. The eleventh grade students divided into science and social programme. The schedule of teaching English is two times (2X) per weeks for each class at Tuesday and Thursday. The time allocation is 2 X 40’ minutes for one meeting.

This school is built above land 15.000 M2. The infrastuctures to support the teaching-learning process; the classroom consists of 12 classes, 1 library and 1 computer laboratory. This school had been built 16 new classes that planned finish in last 2013.

CHAPTER III

METHODS AND PROCEDURES

In this chapter, the writer presents (a) method of research, (b) operational definition, (c) variables of the research, (d) population and sample, (e) techniques for collecting data, (f) analysis on research instrument, (g) research treatments analysis, and (h) technique for analyzing data.

A. Method of Research

This study used an experimental design. According to Creswell (2012: 21), experimental designs (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in resuts for participants.

In this study the writer used a quasi-experimental design applied in order to assess the influence the independent variable (teaching reading by using PSR strategy) on the dependent variable (reading comprehension achievement). In doing this study, the research design of the study was *The Pretest-Posttest Nonequivalent-Groups Design* suggested by Best and Kahn (1993: 151).

O_1	**X**	**O_2**
O_3	**C**	**O_4**

Where :

O_1 : Pre-test in experimental group
X : Treatment in experimental group taught by using PSR Strategy
O_2 : Post-test in experimental group
O_3 : Pre-test in control group
C : Treatment in control group taught by using the strategy usually used by the teacher at school
O_4 : Post-test in control group

In this study, the design involved an experimental and control group in which both were given pretest and posttest which would be administrated by using SPSS 16.0. The experimental group was taught by using PSR strategy. Meanwhile, the control group was taught by using the strategy usually used by teacher.

B. Operational Definitions

Operational definition requires that the researcher to specify the actions or operations necessary to measure or identify the term (Fraenkel, et. al., 2012: 31). The title of this thesis "Teaching Reading Comprehension By Using PSR (Preview, Study-Read, Review) Strategy To The Eleventh Grade Students of SMA Nurul Yaqin Kecamatan Tanjung Batu Kabupaten Ogan Ilir". To specify the concepts in this study, it is necessary for the writer to define operational definitions, namely teaching, reading, comprehension, reading comprehension and PSR strategy.

The first is "Teaching" that has meaning the process gives knowledge about certain subject to the students.

The second word "Reading" in this study is defined as the process of looking for the information in a material that is printed or written.

The third word “Comprehension” in this study is defined as ability to understand about something is read. By ability to understand the text of reading, the students have ability to answer the questions.

The fourth “Reading comprehension” in this study is defined as the process of understanding fully what you are reading.

The last “PSR Strategy” is one of teaching strategy to be used by the teacher in teaching reading comprehension. It helps the studens to get the information that they need from a reading text book. It is easy to remember and have three steps; preview, study-read and review.

C. Variables of Research

According to Creswell (2012: 115), a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable, while an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. There are two kinds of research variables in this study; those are independent variable and dependent variable.

1. Independent Variable

   In this study, the independent variables of the study was teaching reading by using PSR (Preview, Study-Read, Review) strategy.

2. Dependent Variable

   In this study, the dependent variable of the study was reading comprehensian achievement.

D. Population and Sample

1. Population

According to Creswell (2012: 142), a population is a group of individuals who have the same characteristic. The population refers to all the members of a particular group. The group to whom the researcher would like to generalize the results of a study (Fraenkel, et. al., 2012: 106).

For the population of this study, the writer choose the eleventh grade students' of SMA Nurul Yaqin Kecamatan Tanjung Batu Kabupaten Ogan Ilir in the academic year of 2013/2014. They are two classes of the eleventh grade student. The total number of population is 60. The population of the study was displayed in Table 1.

Table 1
Population of The Study

No	Class	Students		Total
		Male	Female	
1	XI. IA	20	10	30
2	XI. IS	13	17	30
Total of Students				**60**

(*Source;* Administrator of SMA Nurul Yaqin Kecamatan Tanjung Batu, in academic year 2013/2014)

2. Sample

Sample is part of the number and characteristics possessed by the population (Sugiyono, 2010: 81). Arikunto (2010: 174) states sample is part of population which is investigated. Furthermore Fraenkel, et.al. (2012: 106) state a sample refers to the process of selecting the individuals who will participate in a research study.

In this study the writer used saturated sampling *(sampel jenuh)*. According to Sugiyono (2010: 85), saturated sampling is used when all

members of the population as a sample. Class of XI. IA and XI. IS were selected as sample by the writer. There were 60 students. 30 students in XI. IA were treated as control group and 30 students in XI. IS were treated as experimental group. The sample of the study was displayed in Table 2.

Table 2
Sample of the Research

NO	Class	Students		Group	Total
		Male	Female		
1	XI. IA	20	10	Control	30
2	XI. IS	13	17	Experiment	30
Total of students					**60**

E. Techniques for Collecting Data

The writer used a test to collect the data in this study. The test was in the form of multiple choices, it consists of 40 items (*See* Appendix B). The test was given twice as the pre-test and the post-test. According to Brown (2004:3), a test is method of measuring a person's ability knowledge, or performance in a given domain. In this study the writer gives test; pretest and posttest.

1. Pre-test

A pretest provides a measure on some attribute or characteristic that we assess for students in an experiment before they receive a treatment (Creswell, 2012: 297). In this study pre-test was given to find out students' reading comprehension ability before the treatment.

2. Post-test

A posttest is a measure on some attribute or characteristic that is assessed for students in an experiment after a treatment (Creswell 2012: 297). Post-test was given after treatment to find out whether or not the

application PSR (Preview, Study-Read and Review) strategy significantly improve students' reading comprehension.

Before the test was given to the sample students, the test was going to be tried out to 30 non-sample students class XI of SMA Bakti Suci Tanjung Batu Kecamatan Tanjung Batu Kabupaten Ogan Ilir. The validity and reliability of test items are estimated first before being given to the students.

F. Analysis on Research Instrument

1. Validity

According to Kothari (2004: 73), validity is the most critical criterion and indicates the degree to which an instrument measures what it is suposed to measure. Meanwhile Fraenkel, et.al. (2012: 147) state validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher make. Furthermore Cohen, et.al. (2007: 133) states validity is an important key to effective research. If a piece of research is invalid then it is worthless.

a. Construct Validity

According to Sugiyono (2010: 125), in order to estimate the construct validity, expert judgments is required. the number of experts to estimate the instrument at least three people. The writer asked his lecturers Drs. Herizal, MA as Validator I, Amalia Hasanah, M.Pd as Validator II and Manalullaili, M.Ed as Validator III to estimate his instruments. Based on the assessment carried out by validator I, II and III, the research instrument can be used with a few revision (*See* Appendix C). It means that the research instrument can be applied in this research.

b. Validity Test of Each Questions Item

Validity test of each questions item is used to indicate whether the test item of instrument in each question is valid or not. In this study, the writer has already tried out for validity test to 30 students of SMA Bhakti Suci Jaya Tanjung Batu. There are 60 multiple choice questions, and the N-sample is 30 students. Then, each question item is analyzed for its validity. From students' answer on multiple choice questions, the correct answers are labeled 1, and the wrong answers are labeled 0. The multiple choice questions items to be categorized valid whenever the significance (2-tailed) of the *r*-output is higher than the *r*-table product moment (*See* Appendix D). The result of question analysis for its validity can be analyzed by using *Pearson Correlation Coefficient* found in SPSS version 16.0 (*See* Appendix E).

The analysis result of each question item is found that there are 18 questions items considered invalid. They are question numbers; 1, 4, 8, 13, 16, 17, 34, 35, 38, 39, 44, 45, 47, 49, 52, 54, 59 and 60 since the scores of significance are lower than 0.361. Then, 42 questions items considered valid. They are questions numbers; 2, 3, 5, 6, 7, 9, 10, 11, 12, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 40, 41, 42, 43, 46, 48, 50, 51, 53, 55, 56, 57, and 58 since the scores of significance are higher than 0.361. The result analysis of each question items are displayed in Table 3.

Table 3
Result of Validity Test

No	Validity Test of Each Question Item	Sig.(2-tailed) of Pearson Correlation	r-table score	Result
1	Item no 1	0	0.361	Invalid
2	Item no 2	0.849	0.361	**Valid**
3	Item no 3	0.899	0.361	**Valid**
4	Item no 4	0.036	0.361	Invalid
5	Item no 5	0.559	0.361	**Valid**
6	Item no 6	0.578	0.361	**Valid**
7	Item no 7	0.899	0.361	**Valid**
8	Item no 8	0.129	0.361	Invalid
9	Item no 9	0.366	0.361	**Valid**
10	Item no 10	0.899	0.361	**Valid**
11	Item no 11	0.539	0.361	**Valid**
12	Item no 12	0.730	0.361	**Valid**
13	Item no 13	0.129	0.361	Invalid
14	Item no 14	0.803	0.361	**Valid**
15	Item no 15	0.730	0.361	**Valid**
16	Item no 16	0.154	0.361	Invalid
17	Item no 17	0.116	0.361	Invalid
18	Item no 18	0.849	0.361	**Valid**
19	Item no 19	0.366	0.361	**Valid**
20	Item no 20	0.899	0.361	**Valid**
21	Item no 21	0.539	0.361	**Valid**
22	Item no 22	0.878	0.361	**Valid**
23	Item no 23	0.803	0.361	**Valid**
24	Item no 24	0.730	0.361	**Valid**
25	Item no 25	0.366	0.361	**Valid**
26	Item no 26	0.1000	0.361	**Valid**
27	Item no 27	0.640	0.361	**Valid**
28	Item no 28	0.803	0.361	**Valid**
29	Item no 29	0.1000	0.361	**Valid**
30	Item no 30	0.730	0.361	**Valid**
31	Item no 31	0.539	0.361	**Valid**
32	Item no 32	0.414	0.361	**Valid**
33	Item no 33	0.849	0.361	**Valid**
34	Item no 34	0.160	0.361	Invalid
35	Item no 35	0.036	0.361	Invalid
36	Item no 36	0.366	0.361	**Valid**
37	Item no 37	0.822	0.361	**Valid**
38	Item no 38	0.025	0.361	Invalid
39	Item no 39	0.160	0.361	Invalid
40	Item no 40	0.899	0.361	**Valid**
41	Item no 41	0.755	0.361	**Valid**
42	Item no 42	0.604	0.361	**Valid**

43	Item no 43	0.803	0.361	**Valid**
44	Item no 44	0.355	0.361	Invalid
45	Item no 45	0.270	0.361	Invalid
46	Item no 46	0.730	0.361	**Valid**
47	Item no 47	0.018	0.361	Invalid
48	Item no 48	0.822	0.361	**Valid**
49	Item no 49	0.270	0.361	Invalid
50	Item no 50	0.414	0.361	**Valid**
51	Item no 51	0.849	0.361	**Valid**
52	Item no 52	0.006	0.361	Invalid
53	Item no 53	0.366	0.361	**Valid**
54	Item no 54	0.097	0.361	Invalid
55	Item no 55	0.928	0.361	**Valid**
56	Item no 56	0.849	0.361	**Valid**
57	Item no 57	0.522	0.361	**Valid**
58	Item no 58	0.578	0.361	**Valid**
59	Item no 59	0.274	0.361	Invalid
60	Item no 60	0.299	0.361	Invalid

After the analysis of multiple choice question in validity test, the writer just took 40 items from 42 items. They are question numbers; 2, 3, 5, 6, 7, 9, 10, 11, 12, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 40, 41, 42, 43, 46, 48, 50, 51, 53, 55, 56, 57, and 58. In the other hand, the other 2 items are leaved away (deleted). The writer chose question number 22 and 33 to be deleted.

c. Content Validity

According to Pallant (2005:6), content validity refers to the adequacy with which a measure or scale has sampled from the intended universe or domain of content. Siddiek (2010:137) states that content validity includes any validity strategies that focus on the content of the test. To demonstrate content validity, testers investigate the degree to which a test is a representative sample of the content of whatever objectives or spesifications the test is originally designed to measure. In order to judge whether or not a test has content validity, a specification of the skills or

structures should be made based on the curriculum and syllabus. Then, the analysis result in constructing the content validity in this research instrument is presented in Table 4.

Table 4
Specification of Test

Objective	Test Materials	Indicator	Number of Items	Total	Types of Test	Answer Key
The students are able to respond the written text meaning of text	Fluffy Bunny Rabit	-To find main idea -To find detail information -To find inference -To find reference -To find a vocabulary	1, 2, 4 3	4	Multiple Choices	e, b, a c
	Fixing the Headstone	-To find main idea -To find detail information -To find inference -To find reference -To find a vocabulary	5, 6, 7, 8	4		a, d, b e
	The Lion and the Mouse	-To find main idea -To find detail information -To find inference -To find reference -To find a vocabulary	9 11 10	3		b b d
	The Ant and the Dove	-To find main idea -To find detail information -To find inference -To find reference -To find a vocabulary	12 13, 14, 15	4		b b, c, a
	Rapunzel	-To find main idea -To find detail information -To find inference -To find reference -To find a vocabulary	18, 16, 20 17 19	5		c, d, a c a
	The Jackal who Saved the Lion	-To find main idea -To find detail information -To find inference	23, 24, 25 21, 22	5		c, a, d d, e

		-To find reference -To find a vocabulary				
	The Rats and Elephants	-To find main idea -To find detail information -To find inference -To find reference -To find a vocabulary	26, 27 28	3		d, e c
	Home Schooling	-To find main idea -To find detail information -To find inference -To find reference -To find a vocabulary	30, 31, 32 29 33 34	6		b, b, b a d e
	Can "AFI" Guarantee Someone to be a Talented Singer	-To find main idea -To find detail information -To find inference -To find reference -To find a vocabulary	35, 36	2		a, c
	Flooding in Jakarta	-To find main idea -To find detail information -To find inference -To find reference -To find a vocabulary	37 38 39, 40	4		b d d, c

2. Reliability

According to Creswell (2012: 159), reliability means that scores from an instrument are stable and consistent. Meanwhile Fraenkel et.al. (2012: 147) state reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another.

In this study, the writer has followed *test-retest method*. It measures the stability of test scores over time which involves administering the same instrument twice to the same group of individuals after a certain time

interval has elapsed (Fraenkel, et. al., 2012:155). According to Pallant (2002: 6), the test-retest reability of a scale is assessed by administrating it to the same people on two different occasions, and calculating the correlation between the two scores obtained.

To find out the reliability of the test, the writer tried out the test twice to the same students from the same school about the writer gave it in different time. The test consisted of 40 question items and these question tested to the eleventh grade students at SMA Bhakti Suci Jaya. The instruments of the test were given to 30 students of social (XI IPS). First, try out was carried out on Monday, 25th of November 2013 at 07.00-08.30 a.m. Second, try out was carried out on Saturday, 2nd of Desember 2013 at 07.00 - 08.30 a.m. The result of the test was described in Table 5.

Table 5
The result of Tryout Analysis at SMA Bhakti Suci JayaTanjung Batu

No	Students' Name	Tryout Scores	
		Test 1	Test 2
1	Al Fathoni	62	60
2	Ayuni Damayanti	55	65
3	Dewi Yuli	50	62
4	Eno Rosnawati	55	67
5	Eli Agustri Murdani	60	72
6	Febrianti	70	85
7	Fitri	65	60
8	Hafizin	77	62
9	Helisa	70	85
10	Juliandra Syaputra	57	55
11	Julaina	50	45
12	Khoirunnisyat Syawalia	65	70
13	Leli Sagita	72	77
14	Malita	80	82
15	Melisa	70	75
16	Meliyani	67	60
17	Meta Luvita Sari	65	72
18	Novia Rahmasari	62	70
19	Putri Bunga Melani	72	80

20	Rahmat Rafiqi	67	57
21	Rivai Haryadi	50	65
22	Reniyadi Mulawarman	62	55
23	Retno Hidayatullah	60	62
24	Ria Puspita Rini	57	60
25	Rina Okta Yani	75	72
26	Rita Sari	67	70
27	Septa	60	50
28	Septiani Sartika	45	60
29	Sri Novita Sari	77	72
30	Yeyen Deifa Putri	67	65

Then, the score in test 1 and test 2 were analyzed used *Pearson Correlation Cooficient* in SPSS version 16.0 (*See* Appendix F). From the calculation, it was found that the coefficient reliability of the reading test items was 0.587 was higher than 0.70. According to Fraenkel et.al. (2012: 157), for research purposes, a useful rule of thumb is that reliability should be at least 0.70 and preferably higher. Therefore, it could be stated that this instrument was considered reliable for this study. The result analysis of reliability is displayed in Table 6.

Table 6
The Result of Reliability Analysis

No	Number of Test	N	Pearson Correlation	Sig.	Result
1	Test 1	30	0.587	0.001	Reliable
2	Test 2	30			

G. Research Treatments Analysis

1. Readability Test

Readability test is done to know which level of students who is appropriate and able to comprehend a reading text. Readability test was

measured by using the online readability test which was assessed in *http://www.readabilityformulas.com*.

The writer used the text which was taken from english books for the eleventh grade of senior high school students, written by Dardjis, et. al. (2008) and Sudarwati, et.al. Erlangga (2007). The texts focused on hortatory exposition, spoof, narrative text and level of the texts are variation started from very easy, easy and difficult. Then the result of readability test for research instruments is figured out in Table 7.

Table 7
Result of Readability Test for Research Instrument

No	Text Title	Text Type	Text Statistics			Flash Reading Ease Score	Text Category
			Number of sentence	Words per Sentence	Character per Word		
1	Sumatran Rhinos Wait for A Helping Hand	Hortatory Exposition	22	22	4.9	42	Difficult
2	The Mouse Deer and The Crocodille	Narrative	28	7	3.9	92	Very Easy
3	A Strange Message	Narrative	11	13	4.1	86	Easy
4	The Lion and The Mouse	Narrative	8	23	3.6	84	Easy
5	Why Do Hawks Hunt Chicks?	Narrative	18	11	3.7	92	Very Easy
6	The Saviour	Narrative	39	9	4.1	81	Easy
7	Magic Mirror	Spoof					
8	New Baby	Spoof	13	9	4.2	82	Easy
9	Penguin in The Park	Spoof	10	12	3.8	84	Easy
10	Dump Closure Not Too Necessary :Minister	Hortatory Exposition	6	22	4.7	46	Difficult

2. Research Schedule

This study was conducted in twelve meetings including the pretest and posttest. Both experimental and control group were taught by the writer, they were both given the same main book and materials. The main book used was *English 2 SMA/MA for grade XI* arranged by Dardjis, et. al. (2008). The differences were the materials dealt with PSR (Preview, Study-read, Review) strategy given treatment in experimental group, which was supported by using the other book; *Look Ahead An English Course2 for Senior High School Students Year XI* arranged by Sudarwati, et.al. Erlangga (2007). In this study the experimental group was taught by using PSR (Preview, Study-read, Review) strategy and the control group was taught by using the strategy usually used by the teacher. The type texts were taken were narrative, spoof and hortatory exposition.

There was twelve texts come from narrative, spoof, and hortatory exposition were used as reading materials (*See* Appendix G). They were "Sumatran Rhinos Wait for A Helping Hand", The Mouse Deer and The Crocodille, "A Strange Message", "The Lion and The Mouse", "Why Do Hawks Hunt Chicks?", "The Saviour", "Magic Mirror", "New Baby", "Penguin in The Park", , "Dump Closure Not Too Necessary :Minister". Reading materials for research treatments were displayed in Table 8.

Table 8
Reading Materials for Research Treatments

No	Teaching Schedule		Text's Title	Kinds of Text	Meeting
	Control	Experimental			

1	Tuesday, 7th of January 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Tuesday, 7th of January 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Sumatran Rhinos Wait for A Helping Hand	Hortatory Exposition	1st
2	Thursday, 9th of January 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Thursday, 9th of January 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	The Mouse Deer and The Crocodille	Narrative	2nd
3	Wednesday, 15th of January 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Wednesday, 15th of January 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	A Strange Message	Narrative	3rd
4	Thursday, 16th of January 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Thursday, 16th of January 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	The Lion and The Mouse	Narrative	4 th
5	Tuesday, 21st of January 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Tuesday, 21st of January 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Why Do Hawks Hunt Chicks?	Narrative	5th
6.	Thursday, 23rd of January 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Thursday, 23rd of January 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	The Saviour	Narrative	6th
7	Tuesday, 28th of January 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Tuesday, 28th of January 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Magic Mirror	Spoof	7th
8	Thursday, 30th of January 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Thusday, 30th of January 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	New Baby	spoof	8th
9	Tuesday, 4th of February 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Tuesday, 4th of February 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Penguin in The Park	Spoof	9th
10	Wednesday, 12th of February 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Wednesday, 12th of February 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Dump Closure Not Too Necessary :Minister	Hortatory Exposition	10th

H. Technique for Analyzing Data

The data refer to the kinds of information researchers obtain on the subjects of their research (Fraenkel et.al. 2012: 111). In this study data obtained from the written test; pre-test and post-test. In analyzing the data, the writer used the following stages

1. Data Descriptions

In the data desription, distribution of frequency data and description statistics were analyzed.

a. Distribution of Frequency Data

The distributions of frequency data got from students' pretest score in control group, student's posttest score in control group, the students' pretest score in experimental group, and students' posttest score in experimental group.

b. Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal maximal, mean, standard deviation, and standard error of mean are obtained.

2. Prerequisite Analysis

a. Normality Test

Normality test is used to measure whether the obtained data are normal or not. The data can be classified into normal when the p-output is higher than mean significant difference at 0.05 levels (Holandyah (2013: 82). The writer used *One Sample Kolmognorov Smrinov* in SPSS version 16.0 to measuring normality test. The normality test is used to measure students' pretest and posttest score in control and experimental groups.

b. Homogeneity Test

Homogeneity test is used to measure the score obtained whether it is homogen or not. According to Holandyah (2013: 88), the score is categorized homogen when when the p-output higher than mean significant difference at 0.05 levels. In measuring homogeneity test, the writer used *Levene Statistics* in SPSS version 16.0.

3. Hypotheses Testing

In measuring significant of students' posttest score in control experimental groups was used *independent sample t-test*. Significant difference was found whenever p-output was lower than significant t-table (Sig. 0.05).

CHAPTER IV

FINDING AND INTERPRETATION

In this chapter presents, (a) finding and (b) interpretations of the study were presented.

A. Findings

The findings of this study were (1) data descriptions, (2) prerequisite analysis, and (3) result of hypotheses testing.

1. Data Descriptions

In data descriptions, there were two analysis to be done. They were distributions of frequency data and descriptive statistics. The scores were obtained from students' pretest and posttest in control and experimental groups.

1.1 Distributions of Data Frequency

In distributions of data frequency, the students' scores were described in the form number of students who got a certain score, and score percentage from pretest scores in control group, pretest scores in experimental, posttest scores in control group, and posttest scores in experimental group.

a. Students' Pretest Scores in Control Group

From the result analysis of data frequency, it was found that there were 10.0 % or 3 students got score 45, 16.7 % or 5 student got score 50, 13.3% or 4 student got score 57, 26.7 % or 8 students got score 60, 6.7 % or

2 students got score 65, 10.0 % or 3 student got 70, 6.7 % or 2 students got score 72, 6.7 % or 2 students got score 75, and 3.3 % or 1 student got score 80. The distribution of the result analysis was described in Table 9.

Table 9
Distributing the Data Frequency on Students' Pretest Scores in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	3	10.0	10.0	10.0
	50	5	16.7	16.7	26.7
	57	4	13.3	13.3	40.0
	60	8	26.7	26.7	66.7
	65	2	6.7	6.7	73.3
	70	3	10.0	10.0	83.3
	72	2	6.7	6.7	90.0
	75	2	6.7	6.7	96.7
	80	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

b. Students' Pretest Scores in Experimental Group

From the result analysis of data frequency, it was found that there were 13.3 % or 4 students got score 45, 23.3 % or 7 student got score 50, 10.0 % or 3 student got score 57, 20.0 % or 6 students got score 60, 13.3 % or 4 students got score 65, 13.3 % or 4 student got score 72, and 6.7 % or 2 student got score 75. The distribution of the result analysis was described in Table 10.

Table 10
Distributing the Data Frequency on Students' Pretest Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	4	13.3	13.3	13.3
	50	7	23.3	23.3	36.7
	57	3	10.0	10.0	46.7
	60	6	20.0	20.0	66.7
	65	4	13.3	13.3	80.0
	72	4	13.3	13.3	93.3
	75	2	6.7	6.7	100.0

c. Students' Posttest Scores in Control Group

From the result analysis of data frequency, it was found that there were 6.7 % or 2 students got score 50, 10.0 % or 3 student got score 55, 16.7 % or 5 student got score 62, 23.3 % or 7 students got score 65, 16.7 % or 5 student got score 70, 10.0 % or 3 student got 72, 10.0 % or 3 student got score 75, and 6.7 % or 2 student got score 80. The distribution of the result analysis was described in Table 11.

Table 11
Distributing the Data Frequency on Students' Posttest Scores in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	6.7	6.7	6.7
	55	3	10.0	10.0	16.7
	62	5	16.7	16.7	33.3
	65	7	23.3	23.3	56.7
	70	5	16.7	16.7	73.3
	72	3	10.0	10.0	83.3
	75	3	10.0	10.0	93.3

	80	2	6.7	6.7	100.0

d. Students' Posttest Scores in Experimental Group

From the result analysis of data frequency, it was found that there were 6.7 % or 2 students got score 60, 13.3 % or 4 student got score 62, 10.0 % or 3 student got score 65, 23.3 % or 7 students got score 72, 20.0 % or 6 students got score 75, 10.0 % or 3 students got score 80, 10.0 % or 3 students got score 85, and 6.7 % or 2 student got score 90. The distribution of the result analysis was described in Table 12.

Table 12
Distributing the Data Frequency on Students' Posttest Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.7	6.7	6.7
	62	4	13.3	13.3	20.0
	65	3	10.0	10.0	30.0
	72	7	23.3	23.3	53.3
	75	6	20.0	20.0	73.3
	80	3	10.0	10.0	83.3
	85	3	10.0	10.0	93.3
	90	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

1.2 Descriptive Statistics

In descriptive statistics, the students' scores were described a number of students who got the lowest score, the highest score, mean score, and the score of standard deviation from students' pretest scores in control and experimental groups, students' posttest scores in control and experimental groups.

a. Students' Pretest Scores in Control Group

The result analysis of descriptive statistics found that there were 30 students. The lowest score was 45.00, the highest score was 80.00, mean score was 60.2333, and standard deviation was 9.64431. The table was illustrated in Table 13.

Table 13
Descriptive Statistics on Students' Pretest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	30	45.00	80.00	60.2333	9.64431
Valid N (listwise)	30				

b. Students' Pretest Scores in Experimental Group

The result analysis of descriptive statistics found that there were 30 students. The lowest score was 45.00, the highest score was 75.00, mean score was 58.6333, and standard deviation was 9.64359. The table was illustrated in Table 14.

Table 14
Descriptive Statistics on Students' Pretest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experiment	30	45.00	75.00	58.6333	9.64359
Valid N (listwise)	30				

c. Students' Posttest Scores in Control Group

The result analysis of descriptive statistics found that there were 37 students. The lowest score was 50.00, the highest score was 80.00, mean score was 66.0333, and standard deviation was 7.84542. The table was illustrated in Table 15.

Table 15
Descriptive Statistics on Students' Posttest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation

Posttest_Control	30	50.00	80.00	66.0333	7.84542
Valid N (listwise)	30				

d. Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics found that there were 30 students. The lowest score was 60.00, the highest score was 90.00, mean score was 73.0667, and standard deviation was 8.71358. The table was illustrated in Table 16.

Table 16
Descriptive Statistics on Students' Posttest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Experiment	30	60.00	90.00	73.0667	8.71358
Valid N (listwise)	30				

2. Prerequisite Analysis

In prerequisite analysis, there were two analyses to be done. They were normality test and result of homogeneity test. The scores were obtained from students' pretest and posttest in both control and experimental groups.

2.1 Normality Test

In normality test, the students' scores were described to see the normality test using *Kolmogorov Smirnov* from students' pretest scores in control and experimental groups, students' posttest scores in control and experimental groups.

a. Students' Pretest Scores in Control Group

After the data obtained were measured from 30 students the pretest control group, it was found that the normality score in control group was 0.309. From the result of the p-output, it can be stated that the students'

pretest in control group was normal. Since it was higher than 0, 05. Then, a table of analysis was figure out in Table 17.

Table 17
Normality Test of Students' Pretest Control Group Using One-Sample Kolmogorov-Smirnov Test

		Pretest_Control
N		30
Normal Parameters[a]	Mean	60.2333
	Std. Deviation	9.64431
Most Extreme Differences	Absolute	.176
	Positive	.176
	Negative	-.111
Kolmogorov-Smirnov Z		.966
Asymp. Sig. (2-tailed)		.309

a. Test distribution is Normal.

b. Students' Pretest Scores in Experimental Group

After the data obtained were measured from 30 students the pretest experimental group, it was found that the normality score in experimental group was 0.277. From the result of the p-output, it can be stated that the students' pretest in experimental group was normal. Since it was higher than 0, 05. Then, a table of analysis was figure out in Table 18.

Table 18
Normality Test of Students' Pretest Experimental Group Using One-Sample Kolmogorov-Smirnov Test

		Pretest_Experiment
N		30
Normal Parameters[a]	Mean	58.6333
	Std. Deviation	9.64359
Most Extreme Differences	Absolute	.181
	Positive	.181
	Negative	-.117

Kolmogorov-Smirnov Z	.993
Asymp. Sig. (2-tailed)	.277
a. Test distribution is Normal.	

c. Students' Posttest Scores in Control Group

After the data obtained were measured from 30 students the control group, it was found that the normality score in control group was 0.627. From the result of the p-output, it can be stated that the students' posttest in control group was normal. Since it was higher than 0, 05. Then, a table of analysis was figure out in Table 19.

Table 19
Normality Test of Students' Posttest Control Group Using One-Sample Kolmogorov-Smirnov Test

		Posttest_Control
N		30
Normal Parameters[a]	Mean	66.0333
	Std. Deviation	7.84542
Most Extreme Differences	Absolute	.137
	Positive	.119
	Negative	-.137
Kolmogorov-Smirnov Z		.750
Asymp. Sig. (2-tailed)		.627
a. Test distribution is Normal.		

d. Students' Posttest Scores in Experimental Group

After the data obtained were measured from 30 students the posttest experimental group, it was found that the normality score in posttest experimental group was 0.498. From the result of the p-output, it can be stated that the students' posttest in experemintal group was normal. Since it was higher than 0, 05. Then, a table of analysis was figure out in Table 20.

Table 20
Normality Test of Students' Posttest Experimental Group Using One-Sample Kolmogorov-Smirnov Test

		Posttest_Experiment
N		30
Normal Parameters[a]	Mean	73.0667
	Std. Deviation	8.71358
Most Extreme Differences	Absolute	.151
	Positive	.146
	Negative	-.151
Kolmogorov-Smirnov Z		.829
Asymp. Sig. (2-tailed)		.498

a. Test distribution is Normal.

2.2 Homogeneity Test

In homogeneity test, the students' scores were described to see the homogeneity test using *Levene Statistics* from students' pretest scores in control and experimental groups, students' posttest scores in control and experimental groups.

a. Students' Pretest Scores in Control and Experimental Groups

After the data obtained were measured from 30 students of each group to the control and experimental group, it was found that the significant score was 0.707. From the result of the output, it can be stated that the students' pretest in control and experimental group was homogeny since it was higher than 0.05. Then, a table homogeneity test was figure out in Table 21.

Table 21
Homogeneity Test of Students' Pretest Using Lavene Statistics

Ss_score

Levene Statistic	df1	df2	Sig.
.143	1	58	.707

b. Students' Posttest Scores in Control and Experimental Groups

After the data obtained were measured from 30 students of each group to the control and experimental group, it was found that the significant score was 0.626. From the result of the output, it can be stated that the students' pretest in experimental and control group was homogeny since it was higher than 0.05. Then, a table homogeneity test was figure out in Table 22.

Table 22
Homogeneity Test of Students' Posttest Using Lavene Statistics

Ss_score

Levene Statistic	df1	df2	Sig.
.240	1	58	.626

3. Result of Hypotheses Testing in a Significant Difference in Control and Experimental Groups

Significant difference is found from testing students' pretest scores in experimental group and control group by using *independent sample t-test*. Significant difference is found whenever the t-obtained is equals or exceeds

than t-table the degree of freedom (df) is v = 58 (60-2), the critical value is 2.021. The level of significance is 0.05 with two-tailed test.

3.1 Students' Pretest Scores in Control and Experimental Groups

The result of the independent sample t-test from the analysis, it showed that the t-obtained was 0.643. It could be stated that there was no means significant difference on students' pretest scores in control and experimental groups. The result analysis in measuring significant difference was displayed in Table 23.

Table 23
Result Analysis in Measuring Significant Difference

Preview, Study-Read, Review Strategy	Independent Sample T-Test			Ho
	T	Df	Sig. (2-tailed)	
	0.643	58	0.523	Accepted

3.2 Students' Posttest Scores in Control and Experimental Groups

The result of the independent sample t-test from the analysis, it showed that the t-obtained was 3.286. It could be stated that there was a significant difference on students' posttest scores in control and experimental groups since the t-obtained was exceeds than t-table the degree of freedom (df) is v = 58 (60-2), the critical value is 2.021. The result analysis in measuring a significant difference was displayed in Table 24.

Table 24
Result Analysis in Measuring Significant Difference

Preview, Study-Read, Review Strategy	Independent Sample T-Test			Ho
	T	Df	Sig. (2-tailed)	
	3.286	58	0.002	Rejected

B. Interpretations

Based on the findings above, the writer finally comes to following interpretation.

First, the writer analyzed pretest to posttest in control group. It was found, the students' reading achievement have been increased. In students posttest scores of control group average 66.03 and pretest 60.23. The mean difference between students' posttest to pretest was 5.80 point. While, in experimental group the students average after given some treatments

(posttest) was 73.06 and before give some treatments (pretest) was 58.63. The mean difference between students' posttest to pretest was 14.43 point. It can conclude that students' reading achievement also increased.

Second, from the result analysis of measuring a significant difference on the students' reading achievement by using PSR strategy compared to those who are taught by using strategy that usually used by the teacher at SMA Nurul Yaqin. The result of the independent t-test shows that the t-obtained was 3.286 and p-output 0.002. Since the p-output was lower than significant level of 0.05, it means alternative hypothesis was accepted and null hypothesis was rejected. In the table was found the p-output 0.002, it was p-output 0.002 < 0.05. Therefore, consequently the null hypotheses (H0) was rejected and the alternative hypotheses (Ha) was accepted. It could be interpreted that there was a significant difference on the students' reading comprehension achievement by using PSR strategy compared to those who are taught by using strategy that usually used by the teacher.

After PSR strategy was applied for the students, they felt that it is easier to comprehend information details in a text through making questions in paragraph to paragraph formulated in PSR strategy. This statement is supported by Daek and Anter (2004: 285) who state that PSR (Preview, Study-Read, Review) is purposeful, direct questioning before, during, and after reading. PSR strategy applied gives the students new information details from their questions, and help students creates effective questions about the material they read, it also allows the students to answer the questions they formulate. Those statements above were also supported by

Daek and Anter (2004: 285) who mentioned that PSR create a mental framework that holds new information in organized way and read more closely because the students are looking answers to their questions. Finally this strategy is good to apply in teaching reading to improve student's reading comprehension than teacher strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, (a) conclusion and (b) suggestions were presented.

A. Conclusions

Based on the finding and interpretation on the analysis of the previous chapters, it can be concluded as follows:

1. There was a significant difference on students' posttest scores in experimental group taught by using PSR strategy and control group taught by using strategy that usually used by the teacher at school. It could be seen from the result analysis using *independent sample t-test*.
2. There was improvement on students' reading comprehension scores. It can be seen by the score of posttest who was taught by using PSR strategy higher than posttest who was taught by using the strategy usually used by the teacher.

B. Suggestions

Based on the study that the writer has done, it showed that the strategy that usually used by the teacher at school didn't really influence to the student's reading achievement. Therefore, the writer want to suggest the teachers of English to use PSR strategy as one of alternatives in teaching reading to their students because PSR strategy is really helpful for them to comprehend a reading material details. Hopefully the writer expects this study can be useful for theoretical reference for other researchers, which

through related study some innovation and improvement in teaching English will be obtained or even renewed.

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