

Improving Students' Reading Comprehension Using PQ3R (*Survey, Question, Read, Recite, and Review*) at the Second Grade students of MTs. Al-Mu'ini Sesela

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Abstract

The purpose of the research was to know students' reading comprehension PQ3R (*Survey, Question, Read, Recite, and Review*) at the second grade students of MTs. Al-Munini Sesela. It was classroom action research. It was done in two cycles. Each cycle consisted of planning, action, observation, and reflection stages. Subject of the research was 28 students. Instruments used were students' test, students' and teacher's activities used observation sheets, at the end of each cycle. The percentage of students' reading comprehension improves time by time. In pre-cycle, the percentage was 46% (not enough), in cycle I was 46% (not enough) and in cycle II was 82% (very good). Meanwhile, percentage of students' Activity also improves. In pre-cycle, the percentage is 52% (enough), in cycle I is 69% (good) and in cycle II was 80% (verygood). It concludes that PQ3R (*Survey, Question, Read, Recite, and Review*) able to improve students' reading comprehension at the second grade students of MTs. Al-Mu'ini Sesela.

Keywords : *reading comprehension, PQ3R, classroom action research*

Abstrak

Tujuan penelitian ini adalah untuk mengetahui pemahaman bacaan siswa PQ3R (*Survey, Question, Read, Recite, and Review*) pada siswa kelas II MTs. Al-Munini Sesela. Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Dilakukan dalam dua siklus Setiap siklus terdiri dari tahap perencanaan, tindakan, observasi, dan refleksi Subyek penelitian adalah 28 siswa Instrumen yang digunakan adalah tes siswa, aktivitas siswa dan guru menggunakan lembar observasi, pada setiap akhir siklus Persentase persentase pemahaman membaca siswa meningkat dari waktu ke waktu, pada pra siklus persentasenya 46% (kurang), pada siklus I 46% (kurang) dan pada siklus II 82% (sangat baik). Aktivitas siswa juga meningkat, pada pra siklus persentasenya 52% (cukup), pada siklus I 69% (baik) dan pada siklus II 80% (sangat baik). , *Read, Recite, and Review*) mampu meningkatkan pemahaman membaca siswa pada siswa kelas II MTs. Al-Mu'ini Sesela.

Kata kunci : *Pemahaman membaca, PQ3R. classroom action research*

1. INTRODUCTION

Language education is a very important requirement in the effort to create humans who are able to communicate with each other. English has a variety of spoken and written which are both used in formal and informal situations. So, the teacher should properly introduce English to their students. In learning English there are four core skills, namely; listening, speaking, reading, and writing. But reading skill is the most important one. Reading as one of the language skills has an important role for facilitating students to learn a foreign language, in which through reading the students are expected to be able to find the information from the text, identify the main idea, identify the explicit or implicit from the text and understanding the purpose of the text. For example, a student cannot be separated from reading activities because he/she has to read the material when participating in teaching and learning activities; write material or important things; speak when conveying ideas or thoughts; and listen or listen to the explanation of the teacher and friends.

On the other hand, in learning English the selection of methods, approaches and teaching media by the teacher is not an easy thing, because the students' academic abilities are heterogeneous. (Hafiz et al., 2016) A teacher has to be able to choose and apply good strategies and appropriate media in order to build-up and attract the students. Additionally, an ideal teaching implementation should be understandable in particular condition, such as students' readiness in joining teaching process to achieve flexible, students-oriented, convenient teaching and learning (Rusdin, 2023). Therefore, teachers are required to create innovative and creative learning processes and be able to teach students to understand English learning material easily. At sometimes English language teaching has a different way of teaching method or approach compared to other fields. Language as we know it is obtained by someone through two things, namely through acquisition and through learning. Teaching English is essentially teaching language skills, not teaching about language. Language skills that need to be emphasized in teaching English are receptive skills (listening and reading) and productive skills (writing and speaking).

However, problems gradually arise because of the students' ability in reading comprehension. In this case, the teacher uses the old methods, such as speech and simple assignments given, it is not creative in making and using the approaches and methods that have

been learned. Those fact also happened at the second grade students of MTs. Al-Muini, Sesela where; students have difficulty remembering and understanding the concepts of the material being studied; many students have not been able to determine the main idea of a text; students do not participate in learning; students have not been able to understand the elements of the reading; students do not know how to read comprehension well and it was under KKM.

Based on problem described above, the researcher tries to apply the SQ3R method (Survey, Question, Read, Recite, and Review) at the second grade students of MTs Al-Muini Sesela Research question in this study was "How to improve students' reading comprehension by using SQ3R method at second grade students of MTs. Al-Muini. The objectives of this study was to know SQ3R be able to improve students' reading comprehension at second grade students of MTs. Al-Muini. The significance of the study was: to increase students' reading comprehension skills. The teachers will be more motivated and excited to further develop and use the SQ3R method in second grade students and do not rule out the possibility of trying other approaches and methods so that the teaching and learning process is more varied and to schools are able to provide input and information in knowing the methods and strategies used in teaching and learning activities.

REVIEW OF RELATED LITERATURE

Definitions of Reading Comprehension

Reading is an activity that is done by written text or print text as a medium. In this activity readers decode and interpret the language to get the meaning. Urquhart and Weir in Grabe (1991) define reading as the process of receiving and interpreting information encoded in language via the medium of print. Meanwhile, Garrison, D. R. (1991) says that reading has different meaning, for some people reading is recognizing written words, while for others it is an opportunity to teach their pronunciation and to practice speaking. Based on those definitions, it can be concluded that reading definition is become different for each reader. It depends on the reader's aim in reading.

Definition of SQ3R

Loug heed (1976), offers a technique of reading any article or book, which is called SQ3R. These letters represent the five steps, namely; a) Survey: Must know where we are going, and also how the author organizes the material. b) Questions: The survey step has given us an overview of

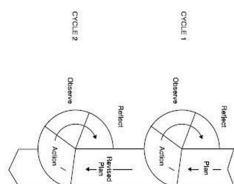
the material, helping to focus on the main and supporting ideas detailed in each section and known information. c) Reading: When we read, we can concentrate on answering the questions that are on our minds. d) Remember: In this step, we try to pay attention to what we read. Most readers find narrating notes very helpful in keeping the information in their minds. e) Reviews: this step reminds us to think about what is mentioned in the passage. This means that we have to review the passage, as linguists say: the more often we review, not reading the passage, the more information we will get from the material. So that researchers want to use SQ3R as a method in improving students' reading comprehension using PQ3R at second grade students of Mts. Al-Muini Sesela.

2. RESEARCH METHOD

This is a classroom action research (CAR) which is concerned equally with changing individual, on the one hand and on the other culture of the groups, institutions, societies and to which they belong. The culture of the group can be defined in the terms of the characteristic substance and forms of the language and discourses, activities and practices and social relationships and organization which constitute the interactions of the group (Kemmis & Mc Taggart in Louis Cohen, 2007: 298). Each step has four stages: planning, acting, observing, reflecting. .

Figure 3.1.

Cyclical of the CAR Model



Kemmis & McTaggart (1988)

2.1 Setting of Research

This was conducted at the second grade student of MTs. Al-Muini Sesela in academic year of 2021/2022. It hold on May to Augustus 2022. MTs. Al-Muini an Islamic school at Sesela Gunungsari. Located at West of Lombok,

2.2 Research Subject

The research subjects were class second grade students of MTs. Al-Muini Sesela with totally 28 students.

2.3 Instruments of the Research

The research instruments used were tests, observations, and field notes. The test is a reading test in the form of a multiple choice test consists of 25 questions. The test is delivered to the pretest and posttest.

2.4 Procedures of the Research

The procedure of this research is illustrated as follows:

a. Preliminary

In conducting the preliminary study, the researcher carried out several activities. They were observing class condition, teacher's method employed in teaching reading, and giving pretest to the students in terms of narrative text.

b. Planning

The researcher and collaborator make some plannings based on the finding of preliminary study. The following activities in this action planning were deciding kind of text, making lesson plan, preparing material that was taken from several books. English for Junior High School Grade VIII written by Joko P., Arnys I. & Virga R., (2008)), student's worksheet, instrument of posttest, media, and to determine students' criteria of success. Besides, before teaching and learning process was conducted, the researcher did train for the teacher as the observer, to make sure that he/she understood with the method that researcher used.

c. Acting

Researchers and teachers collaborated to carry out the planned actions. In carrying out the action, the researcher acted as an English teacher. While the collaborator acts as an observer who observes the condition of the class and all activities that occur in the class and the teaching and learning process. Here, it begins by explaining the steps for using PQ3R then explaining the material, providing text and student worksheets.

d. Observing

At the action stage, collaborators also observed the teaching and learning process using the PQ3R strategy. While observing, collaborators observe all activities in the class.

e. Reflecting

In reflection, researchers collect, analyze and summarize the results of observations. After that, analyzing the average score of students' pre-test and post-test based on success criteria to determine student improvement. In addition, at the reflection stage, the researcher also evaluates the advantages and disadvantages of implementing the lesson plan as material for consideration for the next cycle.

2.5 Techniques of Data Analysis

There three of data analysis was used in this research those are:

a. Test

Data of students' reading competence data is obtained from tests given at the end of each cycle. Before the test is used as a research instrument, a pilot test is carried out on them. Percentage of classical learning mastery can be calculated by using the following formula:

$$NT \frac{ST}{N} \times 100$$

Description:

NT = Classical learning mastery

ST = Number of students who reach

KKMSM = Number of students in classroom

(Sudjiono, 2004)

b. Observing

The researchers used observation guidelines to find out events in the learning process. Researchers acted as teachers and collaborated with teachers as observers. The researcher provided collaborator observation sheets consisting of student activities in the teaching and learning process through PQ3R, and teacher activities during the teaching and learning process. Data of students' activity obtained from observation sheets were analyzed by using formula proposed by Sudjiono (2004), as follow:

$$X\% \frac{SS}{STS} \times 100$$

Description:

X = Percentage of students' Activity
 SS = Score of students' Activity
 STS = Maximum score of students' Activity
(Sudjiono, 2004)

Indicators of students' Activity classical mastery can be seen in Table 3.2 below;

Table 3.2. Interval of students' activity

Students' score	Category
81-100	Very Good
61-80	Good
41-60	Enough
21-40	Bad
0-20	Failed

3. FINDINGS AND DISCUSSION

Here, presented the result of research involves how to improve students' reading comprehension using PQ3R (Survey, Question, Read, Recite, and Review) at second grade students of MTs. Al-Muini Sesala. Data on students' reading comprehension was obtained from test given at the end of each cycle and students were declared complete if their score was ≥ 75 . Before taking action, the researcher conducted a preliminary study. The researcher observes teaching learning process, the teacher explains material related to the reading text and the general structure of the text. After that the teacher asks students to find out information in the text by asking questions. However, there many students still have difficulties in getting the general idea from the text and getting the main idea from the text. The students seem confused when the teacher asks a series of reading questions. The data of this research can be seen below:

1. Data of Students' reading comperhenison

a. Pre-cycle

The pretest was carried out before conducting classroom action research. It started at 11.10 am. The time allocation was 40 minutes and the reading test consists of 25 multiple choice, and for the questions based on indicators in the blueprint. I can be seen on the table below.

Table 4.1 Pretest score

No.	Respon	Correct	Scored	KKM	No.	Respond	Correct	Scored	KKM
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	dents	answer				ents	answer		
1	RS1	8	32	Failed	15	RS15	15	60	Failed
2	RS2	20	80	Success	16	RS16	20	80	Success
3	RS3	8	32	Failed	17	RS17	19	76	Success
4	RS4	15	60	Failed	18	RS18	13	52	Failed
5	RS5	13	52	Failed	19	RS19	19	76	Success
6	RS6	14	56	Failed	20	RS20	12	48	Failed
7	RS7	16	64	Failed	21	RS21	20	80	Success
8	RS8	23	92	Success	22	RS22	12	48	Failed
9	RS9	18	72	Failed	23	RS23	20	80	Success
10	RS10	14	56	Failed	24	RS23	15	60	Failed
11	RS11	12	48	Failed	25	RS25	19	76	Success
12	RS12	22	88	Success	26	RS26	8	32	Failed
13	RS13	19	76	Success	27	RS27	19	76	Success
14	RS14	14	56	Failed	28	RS28	22	88	Success
Mean 64.14									

The results of pretest shows that the average of pretest was 64.14. The lowest score was 32 and the highest was 92. This class consists of 28 students. There were 12 students who passed while there were 16 students who scored below the indicator of success. It concludes that the reading comprehension of second grade students was low.

1. Cycle I

a) Planning

Researchers worked with collaborators (English teachers) to plan actions related to selecting text types, making lesson plans, preparing appropriate materials, teaching materials, students' worksheets, appropriate media, posttest I instruments, observation sheets, and criteria of success and observation sheets to observe students' activity and teachers' activity. After that, the researchers reminded the teacher about PQ3R to make sure she understood or not about this method.

b) Acting

The first meeting to the third meeting was given treatment by applying the PQ3R method and the last meeting was given a posttest.

Meeting I

The implementation of this action used PQ3R method to improve students' reading comprehension, especially at second grade students of MTs. Al-Muini Sesela. Researchers prepared material about narrative text. Lesson plan time allocation for teaching was 40 minutes. It hold at 07:40 am the researchers started the lesson by greeting the students to stay in touch by asking about their condition. Then the researcher checked the attendance of the students. Total students consist of 28 students. Furthermore, the researchers gave and delivered material related to reading indicators and then explained how to do the PQ3R method. In this case the teacher provides opportunities for students to choose topics and organize into research groups. The next step, the researcher checked the students' activities. After that, the researcher conveyed the conclusion of the material to the students. Before closing the lesson, the researcher asked the students to study on their own at home to improve their reading comprehension.

Meeting II

The researchers checking students 'attendance and all of students attended the class. Researchers conveyed the material in form of narrative text with different title by explanting indicator of reading and explanting more detail the meaning of PQ3R. Later, the members of group discuss their work in progress in order to share the ideas and information text by giving the students' worksheet to answer. Before closing the activity, the researchers asked students difficulty and asked them to raise their hand then wrote down the difficulty, the last the researcher advised the students to studying at home.

Meeting III

The researchers prepared material about narrative text with different titles while greeting the students to stay in touch by asking about their condition. All students attend class. Next, the researcher offers materials in the form of narrative texts for each student. The members of group determine the main idea of texts. Next, the researchers asked students to sit down and discuss material related to reading indicators in this case grammatical patterns of words and others and then researcher explains more about the grammatical patterns of words. Before closing the activity, the researcher motived students to study hard at home.

Meeting IV

The researchers started by greeting students by asking about their condition. After checking student attendance, the researcher distributed questions and worksheets for each student. Next, the researchers explained the rules for answering the evaluation sheet. Then the students started answering questions for about 60 minutes. After completing the evaluation, the researcher collected student worksheets. After that the researcher closed the meeting by giving motivation to students to study hard at home.

c) Observing

The researcher made observations of students and teachers. In making observations there were several obstacle including: 1) the first meeting, students could not apply this method properly, there were seven students who left without permission, and when applying this method there were students who were reading other books and sleeping; 2) the second meeting, the researcher came late to class because another teacher was practicing teaching; 3) the third meeting, students have a little difficulty in making groups because they rarely study in groups, besides that students are guided to share ideas and information, as well as expand, clarify, and integrate them; and 4) the fourth meeting, students have been able to form groups, but there are still some students working in groups; and because the text that the researcher gave to the students was quite difficult. After all the meetings were implemented, the researcher tested them, how did they understand the material provided. Here following tests are described below.

Posttest I

In analyzing the quantitative data, the researchers compared the results of the pretest and posttest I. Then, the researchers saw a significant increase between the tests. However, the posttest I results did not meet the success criteria. In connection with the table below 74.14% of students achieved the success criteria and when compared with the results of the posttest I, the same as the pre-test the percentage of students who passed the success criteria was 64.14%. Following are the results of posttest I:

Table 4.2 the Result of Posttest I.

No.	Respon dents	Correct answer	Scored	KKM	No.	Respon dents	Correct answer	Scored	KKM
1	RS1	19	76	Success	15	RS15	17	68	Failed
2	RS2	20	80	Success	16	RS16	21	84	Success
3	RS3	18	72	Failed	17	RS17	20	80	Success
4	RS4	18	72	Failed	18	RS18	16	64	Success
5	RS5	16	64	Failed	19	RS19	19	76	Success
6	RS6	16	64	Failed	20	RS20	16	64	Failed
7	RS7	18	72	Failed	21	RS21	21	84	Success
8	RS8	24	96	Success	22	RS22	14	56	Failed
9	RS9	18	72	Failed	23	RS23	22	88	Success
10	RS10	16	64	Failed	24	RS23	17	68	Failed
11	RS11	16	64	Failed	25	RS25	19	76	Success
12	RS12	23	92	Success	26	RS26	18	72	Failed
13	RS13	20	80	Success	27	RS27	20	80	Success
14	RS14	17	68	Failed	28	RS28	20	80	Success
Mean 74.14									

d) Reflecting

After the teaching and learning process, the teacher and researchers discussed conclusions of the activities that had been carried out in this first cycle. Based on the results of observation and posttest I in cycle I, students' participation was still low, because from the first to the third meeting, students still had not followed the teaching and learning process of PQ3R method and were orderly. This is evidenced by the difficulty of students in reading. The results of the posttest I showed that 74.14% of students passed the success criteria. The researcher found that most of the reading indicators were not achieved by the students. It evidenced that most of the questions were difficult students only answered half of the questions. These conditions prompted researchers to plan the next cycle II. The researchers work together with collaborators to plan actions related to the preparation of materials, and the PQ3R method based on some of the problems students faced about reading in the previous cycle.

2. Cycle II

a) Acting I

The researcher gave treatment using the PQ3R method to students. Starting from the first meeting to the third meeting. The fourth or last meeting the researcher gave the students posttest II.

Meeting I

The researcher started the course by greeting the students to get in touch by asking their conditions, checking students' attendance and there were three students did not attend this meeting. The researcher described how to conduct PQ3R briefly to make students remember the steps. The researcher asked the students to groups make their investigation. The members of group gather, organize, and analyze information from several information. After finishing the method, the researcher asked the student to sit down to their chair and ask their feeling about the method. Before closing the activity, the researcher offered homework to students dealing with the material that was discussed and the researcher informed students the next lesson plan was the last meeting before evaluation.

Meeting II

Lesson plan time allocation was 40 minutes. Starting at 11.10 the researcher started the lesson by greeting the students to stay in touch asking about their conditions like the previous meeting. Then, the researcher checked the students' attendance. Total students consisting of 28 students. The researcher gave the material to the students and related to their chosen subtopic. Then, the researcher explained a little about the PQ3R steps. The researcher asked students for each group to make an outline of the topic to be investigated. The member of group plan their investigations cooperatively, how they will get information, and how they will divide the work among themselves. Group members collect, organize, and analyze information from several sources. After the implementation activities were successfully completed. Before closing the study, the researcher asked the students to study on their own at home to improve their reading achievement.

Meeting III

The time allocation of the lesson plan for teaching was 40 minutes. It was started at 07.40 am the researcher started the course by greeting the students to get in touch with the students by asking their condition like the previous meeting. Then, the researcher checked students'

attendance. Totally the students consisted of 28 students and all of them attended the meeting. Afterward, the researcher gave the students material and explained the material related to ideas and information, and to expand, clarify, and integrate them. Then, the researcher described little bit about steps of PQ3R method. The last step for the third meeting was to give the students a conclusion related to the material and asked the students more difficulty. Before closing the activity, the researcher informed the students that the next meeting was an evaluation so the researcher asked students to study hard at home to motivate students.

Afterward the researchers closed the meeting by giving the students motivation to study hard at home.

b) Observing

In addition, the teacher did not find it difficult to apply this method. So, the researchers concluded that the teacher's activity in this cycle was good. After all the meetings were implemented, the researchers tested them, how did they understand the material provided. Here following tests are described below;

Posttest II

In analyzing the quantitative data, the researcher compared the results of the pre-test, posttest I, and posttest II. Then, researchers saw a significant improvement between the tests. Based on the table below 81.54% of students achieved the success criteria compared with pretest I the percentage of students who passed the success criteria was 74.14%.

Table 4.3 the result of Posttest II

Based on the table below 81.54% of students achieved the success criteria and when compared with the results of the posttest II, the same as the pre-test the percentage of students who passed the success criteria was 74.14%. Following are the results of posttest II:

Table 4.3 Posttest II results

N o.	Respon dents	Correct answer	Scored	KKM	No.	Respon dents	Correct answer	Scored	KKM
1	RS1	18	72	Failed	15	RS15	18	72	Failed
2	RS2	23	92	Success	16	RS16	21	84	Success
3	RS3	23	92	Success	17	RS17	20	80	Success
4	RS4	23	92	Success	18	RS18	20	80	Success

5	RS5	23	92	Success	19	RS19	22	88	Success
6	RS6	21	84	Success	20	RS20	22	88	Success
7	RS7	23	92	Success	21	RS21	22	88	Success
8	RS8	23	92	Success	22	RS22	18	72	Success
9	RS9	23	92	Success	23	RS23	21	84	Success
10	RS10	20	80	Success	24	RS23	20	80	Success
11	RS11	20	80	Success	25	RS25	19	76	Success
12	RS12	23	92	Success	26	RS26	18	72	Failed
13	RS13	20	80	Success	27	RS27	22	88	Success
14	RS14	18	72	Failed	28	RS28	22	88	Failed
Mean 84.42									

b) Reflecting

After getting the observation and posttest results in cycle II, the researcher and collaborators felt satisfied because of their hard work to improve students' reading comprehension achieve. Many improvements after the implementing of cycle II. For example, first, the results of student participation in learning to read in PQ3R were better than the first cycle. It can be seen from the development of student activities when the PQ3R method was applied by following the rules until it was finished in an orderly manner and following the instructions of the researchers. Finally there was an increase in their scores from the pretest, posttest I to posttest II were 82.14% of students who scored above the indicators of success in posttest II. This increase is shown by the increasing percentage of student learning completeness in the learning process starting from Pre-cycle, Cycle I and Cycle II, as shown in table 4.4 below.

Table 4.4 below.

Cycle	Average score	Number of students who reach KKM	Percentage %
Pre	64.14	12	42.85
Cycle I	74.14	13	46.42
Cycle II	84.42	23	82.14

From the table 4.5 above shows that the average score of students in the pre-cycle was 64.14, where 12 students achieved the KKM and 16 students did not reach the KKM. In Cycle I, the average student score increased to 74.14, where 13 students achieved the KKM and 15 students did not reach the KKM. In Cycle II, the average student score was 84.42, where 23 students achieved the KKM and 5 students did not reach the KKM.

Percentage of classical mastery of learning in pre-cycle was 42%, which includes in “Not Enough” category. In Cycle I, it increases to 46%, which includes in “Not Enough” category. In Cycle II, it increases to 82%, which includes in “Very Good” category.

1. Results of students’ activates and teachers’ activities

Students’ activates and teachers’ activities focused on reading comprehension collaboration during the learning process. The source of student activity data was the observation sheet for teacher and student activity. The results of observing student activity in the pre-cycle were 52% which were included in the "enough" category. In Cycle I it increased to 64% which was included in the "good" category. In Cycle II it increased to 80% which was included in the "very good" category. The increase in student and teacher activity in each cycle can be seen in Table 4.5 below;

Table 4.5 Comparison of Students' reading comprehension

Cycle	Percentage of Activity (%)
Pre	42.85
Cycle I	46.42
Cycle II	82.14

Table 4.6. improvement of students' reading

No.	Aspect	Cycles		
		Pre	I	II
1	Students 'reading comprehension	42%	46%	82%
2	Students and teachers activity	52%	64%	80%

From table 4.6. It is obvious that there was improvement of students' reading comprehension after using at the second grade students of MTs. Al-Muini Sesela. Students’ reading comprehension are the result of activities or processes of acquiring knowledge through self-experience. Increased reading comprehension is caused by increased students’ understanding by carrying out various observation and data collection activities during the learning process. This is in line with (Nuttal, Crisne.,et al., 1982) which states that basically the development of students' reading comprehension is an effort to improve aspects of observation, remembering, thinking, and

creating and student creativity. In order to create good memory and thinking, it is necessary to apply learning method that can improve students' reading comprehension (Morris, A., et al., 1984). In addition, the increase in student's reading comprehension is influenced by learning approach factors, namely the strategies or methods used in the learning process (Nunan, D., 2005: 65). The application of the PQ3R can improve students' reading comprehension can be seen from the student test results which increased from Pre-cycle to Cycle I to Cycle II. The PQ3R learning model has several advantages, namely 1) students are equipped with additional knowledge obtained from reading assignments which form the basis of this learning method and 2) students also gain experience in using this as a group learning method. The results showed that the students' reading comprehension improve due to the use of the PQ3R method in learning evidenced by the average value of students in Pre-cycle is 42.85; then, it escalates to 46.42 in Cycle I; then increased to 82.14 in Cycle II. Activity is a skill that must be possessed by someone in living life. It is useful to have a good relationship with a group, society.

4. CONCLUSION

After conducting classroom action research at second grade students of Mts. Al-Muini, started from pre-cycle, cycle I and cycle II, result of observations and reflections can be concluded as follows: There is an improvement of students' reading comprehension using PQ3R Method. The percentage of students' mastery in pre-cycle is 42%; while, in Cycle I is 46%; and in Cycle II is 82%. There is an improvement of students' Activity in reading comprehension using PQ3R. The percentage of students' activity in pre-cycle is 52%; while in cycle I is 64%; and in Cycle II is 80%

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