

## ABSTRACT

### **MULIA NUR AMALIAH: Using PQRST (Preview, Question, Read, Summarize, and Test) Strategy to Improve Students' Reading Comprehension of Narrative Text (A Pre-Experimental Study at the Eighth Grade Students of MTs Ar-Raudloh, Cileunyi, Bandung).**

This research is about the use of PQRST (preview, question, read, summarize, and test) strategy to improve students' reading comprehension of narrative text. The objective of this study was to investigate how the use of PQRST strategy can improve students' reading comprehension of narrative text.

The purposes of this research were (1) to analyze the data about the students' reading comprehension of narrative text before using PQRST strategy, (2) to analyze the data about the students' reading comprehension of narrative text after using PQRST strategy, and (3) to analyze the data about the significant effect of using PQRST strategy on students' reading comprehension of narrative text.

Quantitative approach used as the research approach because the researcher focused on gathering numerical information and generalizing it over groups of people or to describe a specific phenomenon. This is a pre-experimental study which involved the eighth-grade students of MTs Ar-Raudloh, Cileunyi, Bandung. Pre-experimental was used because the researcher uses a single group and provides an intervention during the experiment. The participants consisted of 20 students of class VIII A as the experimental group which was exposed to PQRST strategy in teaching-learning of reading comprehension of narrative text. The researcher uses 20 participants as the sample because this sample was regarded as suitable based on the researcher observation during teaching practicum and a suggestion from the English teacher. The data were obtained using pretest and posttest. The pretest was given before the treatment, and the posttest was given after the treatment.

The result of the data analysis showed that the mean score in the result of pretest before using PQRST strategy was 48.78 which was categorized as poor criteria. While the mean score in the result of posttest after using PQRST strategy was 89.85 which was categorized as very good criteria, the result of calculating paired t-test statistic the significance (2-tailed) was 0.000, or it was the same as  $0.01 < 0.05$ . In brief,  $H_0$  was rejected, and  $H_a$  was accepted. It means there was a significant effect of students' reading comprehension of narrative text by using PQRST strategy. It was crucial for the teacher that PQRST strategy can be used as an alternative reading strategy in teaching reading that used a text.