

**THE EFFECT OF PQRST (PREVIEW-QUESTION-READ-STATE-TEST)
AND QAR (QUESTION-ANSWER RELATIONSHIP) TECHNIQUES ON
STUDENTS WITH LOW INTEREST ON THEIR READING
COMPREHENSION ON PROCEDURE TEXTS:
STUDY AT GRADE VII OF SMPN 2 PADANG**

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Abstract: Artikel ini menyajikan hasil penemuan penelitian yang bertujuan untuk mengetahui apakah siswa dengan minat rendah yang diajar dengan teknik PQRST memiliki pemahaman baca teks prosedur yang lebih tinggi dari pada siswa dengan minat rendah yang diajar dengan teknik QAR. Penelitian ini adalah penelitian quasi-eksperimen dengan desain penelitian treatment by block. Populasi penelitian ini adalah siswa kelas VII SMPN 2 Padang yang terdaftar pada tahun ajaran 2011/2012 yang terdiri dari 184 siswa yang tersebar di enam kelas. Sampel penelitian ini diambil melalui teknik intact group sampling. Dengan menggunakan lotre diperoleh kelas VII.4 sebagai kelas eksperimen dan kelas VII.1 sebagai kelas kontrol yang masing-masingnya terdiri dari 30 siswa. Sebelum diberikan treatment, dilakukan penentuan siswa yang minat membacanya tinggi dan rendah. Setelah ditentukan, peneliti fokus pada siswa yang memiliki minat membacanya rendah. Data penelitian dikumpulkan melalui test (pretest dan posttest), dan angket yang kemudian dianalisis dengan uji Chi-Square, uji F (uji varians) dan uji t. Hasil analisis data menunjukkan bahwa siswa dengan minat rendah yang diajar dengan teknik PQRST memiliki pemahaman baca teks prosedur yang lebih tinggi dari pada siswa dengan minat rendah yang diajar dengan teknik QAR. Pengujian hipotesis menghasilkan harga t_{hitung} secara signifikan lebih besar dari t_{tabel} . Ini berarti bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima.

Key words: *PQRST technique, QAR technique, students with low interest, reading comprehension, procedure texts*

INTRODUCTION

Nowadays, teaching English at school applies School Based Curriculum which involves some skills that must be mastered by the students. One of the skills is reading.

According to the school-based curriculum, one of the basic competencies of reading for grade VII students of junior high school at second semester is to be able to

respond the meaning and the rhetorical of written text in the types of descriptive and procedure accurately, fluently and acceptable in daily context (Depdiknas, 2006). Responding the meaning and the rhetorical of written text accurately means that the students can get the sense of the text with the correct and exact message without some

mistakes. Responding the meaning and the rhetorical of written text fluently means that the students are able to grasp the message contained in the text lasting only a short time without any difficulties. Responding the meaning and the rhetorical of written text that is acceptable in daily context means that the students can catch the content of the text satisfactorily and suitable with the daily situation. From the basic competency above, the students are expected to have capability in comprehending the texts and identify the social function, the schematic structures as well as the language features of each type of the texts.

The indicators of reading comprehension on procedure texts based on the curriculum are to identify topic and main idea of the text, determining the specific information, the meaning of words in the text, and the reference of pronoun. (Depdiknas, 2006). Thus, by comprehending these indicators, the students are expected to be able to comprehend the procedure texts easily.

Based on the researcher's interview to English teachers at SMPN 2 Padang, the researcher found some phenomena in teaching reading. The students got difficulties in comprehending texts. They had problems in finding accurate information from the texts. They could not retain the information appeared in the text. In many cases, the students could read the text, but they did not understand what have been read. Besides, they also had difficulty in remembering the vocabularies that have been learned to the mind. Although they have been taught about the meaning of the words, the students still confused and

did not remember the meaning of the words when the words reappeared in different reading texts.

These phenomena affected the students' score on reading comprehension test. When the teacher gave comprehension test on procedure texts, the result of the test showed that the students' score to comprehend the text was not satisfied. It could be seen from the students' marks of reading comprehension test of SMPN 2 Padang. The average score was 59,75. Beside the low of students' marks, the students' interest in reading was also low. It could be proved from the researcher's observation when they were assigned to read a text. 55% of them were reluctant to read it. They just did chatting with their friends without paying attention to the teacher's instruction and even they went out and entered the classroom with various reasons.

Interest of reading is really important when reading. In an earlier study, Stevens (1980) finds that interest plays a vital role in the reading comprehension achievement. Some-one's reading interest is affected by several aspects. Bergin in Brophy (2010) reviews the literature on factors that influence personal interest such as attention and curiosity. Brophy (2010) adds the factors that influence personal interest. They are a sense of belongingness in the task or situation because it reflects cultural values, personal identity, or social support; connection to one's emotions; opportunities to develop or demonstrate one's competence; relevance or utility to one's goals; opportunity to extend one's knowledge in content domain. He distinguishes interest into individual

interest and situational interest. Individual interest (also known as personal interest) refers to an enduring disposition into engage with particular content or activities whenever opportunities arise. Situational interest is triggered in the moment, emerging in response to something in the situation that catches students' attention and motivates them to focus on it and explore it further. Situational interest may dissipate quickly or it can become the basis for sustained investigation and learning.

The low interest of students in reading found in SMPN 2 Padang was probably caused by the factor of inadequate vocabularies owned by the students, the factor of reading materials, and the factor of the teachers' technique in teaching reading. According to Burns (1996), the teaching techniques of reading applied by teachers affect the students' interest in reading. Based on the researcher's observation, most of the teachers usually use conventional technique which does not really help the students to comprehend the text. In this case, the teachers often asked the students to read aloud and answered several questions related to the texts. This technique seems to be monotonous and makes the students feel bored.

Regarding the phenomena above, in order not to make the problems happen continually, the teacher should find an appropriate technique in teaching reading to help the students comprehend the text. There are many techniques of language teaching that can be selected for teaching reading comprehension. One of them is PQRST technique. This technique is proposed by Thomas and Robinson (1982) that can

help students retrieve the information got after reading from their memory. The steps of PQRST technique are generally same but the application of it depends on the materials read. The steps consist of Preview, Question, Read, State and Test (Staton, 1982; Pauk, 2005; Wormeli, 2005; Wolf, 2011). Thus, in this research, the researcher focuses on the procedure texts that adopt the theories from Staton (1982), Wormeli (2005) and Wolf (2011), not theory from Pauk (2005), because Staton, Wormeli and Wolf explain PQRST applied on the text, while Pauk applies PQRST on textbooks.

Each step of PQRST gives contribution for the readers. Preview is the first step that can activate their background knowledge by skimming over the material to get a general understanding of what it is about. Question refers to asking a series of questions such as what the main points of the passage. This step can encourage watching for details when reading and increase the concentration by giving something to hunt for throughout studying. Read means reading the passage again, but this time the readers bear in mind the questions that have been asked. This action makes the readers get the information inferred in the text. State denotes repeating in mind the passage that has been read and stating the answers. This activity asks the students to recall all the specific information about the text. Test is meant to test the knowledge got from the passage by answering questions to see if the readers have retained the information. This step leads the students into long-term memory about what have been studied.

In addition, Blanco and Al Varez (2006) state that there are some

aims of PQRST: 1) Stimulating students to improve their previous knowledge by analyzing in depth the Q-(Question) stage. This stage detects lacks in their education; 2) Motivating students to actively reflect on the subject before being explained in class, and to look for explanations or solutions by themselves; 3) Preparing students to meet stage R (theoretic Classroom) with an inquisitive attitude towards the topic that is going to be explained; 4) Motivating students to look deeply into a reflexive study (S-State stage), which is preparatory for the final stage; 5) Stimulating students to ask themselves increasing complexity problems T (Test) through which their degree of knowledge can be evaluated; 6) Promoting among students' autonomy in learning, most of all through State and Test Stages; 7) Improving student's final results performance. In addition, Wolf (2011) adds that PQRST technique is used to remember the content of the text.

Moreover, PQRST technique also gives some benefits of PQRST technique suggested by Pauk (2005). This technique helps the students focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use that information in an exam. In addition, PQRST technique is used to obtain the greatest possible amount of long-term learning and memory from the study time and also to make better grades on tests. Turkington (2003:61) says that PQRST is a good technique because it helps students retrieve information got from their memory after reading. According to Wormeli (2005:131), the activity of this technique is simple to remember, and it uses sound practices for reading

comprehension. Wormeli (2001:16) also adds that "PQRST technique can improve the students' interest because they give students an identifiable structure to follow for reading and interacting with the material".

There have been some researchers conducted researches which relate to the application of PQRST. First, Wilson (1987) did a research about the comparison between PQRST and Repeated practice for recall of passages. In his study, he sought to determine whether people with less severe memory deficits would also show better performance with PQRST technique compared with repeated practice and whether they would be a difference in free recall between the two techniques. There was no significant difference between PQRST and repeated practice for immediate free recall but for each of the other comparison PQRST was statistically superior to repeated practice.

Second, Blanco and Al Varez (2006) did a research about PQRST to teach difficult subjects in Telecommunication Engineering. This methodology has been applied to a subject which has been traditionally considered as difficult within the Telecommunication Engineer Major, and which students find difficult to pass. In their research, they found that PQRST could improve education in complex subjects in the Telecommunication' Engineering field.

Third, Kusumaningrum (2011) conducted a research about the use of preview, question, read, state, and test (PQRST) technique in teaching reading comprehension news item texts. The aims were to explain the implementation of PQRST technique to teach news item and to

explain on what extent the use of PQRST technique improves reading comprehension of news item texts. This research was conducted at grade X-9 students in SMA 2 Ungaran, Kabupaten Semarang in the academic year 2009/2010. This is an action research study. Kusumaningrum found that the PQRST reading technique could be considered as one solving technique in comprehending a text.

Based on the findings above, it is clear that PQRST technique gives contribution on students' reading comprehension that has been proved by previous researchers. Beside PQRST, QAR (Question-Answer Relationship) technique is also one of the reading techniques that can help the students comprehend the text.

Raphael (1982) says that QAR provide a means of improving students' reading comprehension in an efficient and effective way which is divided "In The Book" into two QAR types (Right There and Think and Search); and "In My Head" into two QAR types (Author & You and On My Own). He creates Question-Answer Relationships as a way to help students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for. Even more important is understanding where the answer will come from. Teaching QARs to students begins with helping them understand the core notion: that when confronted with a question, the answer will come either from the text or from what students know. In addition, Raphael in Klingner et. al (1986:110-111) came up with question-answer relationships

(QARs) to teach students technique with which to answer different question types. According to Conner (2006), QAR serves five primary purposes. They are to help students monitor their comprehension of the text, provide a purpose for reading the text, allow students to assess their comprehension of the text, encourages elaborative and critical thinking, and help refute the common misconception held by students that the text tells all.

From the explanation above, it is assumed that PQRST and QAR techniques are effective ways to be applied in teaching reading comprehension. Thus, the researcher wants to conduct a research to see whether PQRST and QAR techniques give significant effect on students with low interest on their reading comprehension on procedure texts.

This research was aimed at knowing whether the students with low interest taught by PQRST technique have significantly higher reading comprehension on procedure text than those who are taught by QAR technique at grade VII of SMPN 2 Padang.

RESEARCH METHOD

This research was quasi-experimental research using treatment by block. The population of this research was the students of grade VII of SMPN 2 Padang enrolled in 2011/2012 academic year consisting 184 students spreading in six classes.

The sample of this research was taken by using intact group sampling because the students had been grouped into their classes together and taught with the same curriculum and materials. By using lottery, it was obtained that class VII.4 was experimental group and

class VII.1 was control group consisting 30 students for each group.

The data of the research were collected through test and questionnaire. The form of the test was multiple choice test. The test was

designed based on the indicators of reading at school based curriculum of Junior High School Grade VII at SMP Negeri 2 Padang. The indicators were as follow:

Table 1: Indicators of Reading Comprehension Test

Variable	Indicators
Reading comprehension of procedure texts	<ol style="list-style-type: none"> 1. Determining the topic or main idea of the text 2. Determining the specific information 3. Determining the meaning of words/ sentences in the text 4. Determining reference of pronoun

The tests applied in this research were pretest and posttest. Pretest was conducted to know the students' reading comprehension on procedure texts before giving treatment. Posttest was conducted to know the students' reading comprehension on procedure texts after giving treatment.

The questionnaire was used to find out the students' reading interest on procedure texts before treatment to determine students with high interest and the students with low interest. It was designed based on the following indicators:

Table 2: Indicators of Questionnaire

Variable	Indicators	Sub-indicators
Interest	1. Personal Interest	<ol style="list-style-type: none"> a. Attention of something b. Curiosity to know something c. A sense of belongingness d. Relevance utility to one's goals e. Opportunities to develop or demonstrate one's competence
	2. Situational interest	<ol style="list-style-type: none"> a. Prior Knowledge b. Engagement c. Emotiveness d. Involvement

The result of the questionnaire was analyzed to know the students' interest by using Likert scale consisting five categories: Never, Seldom, Sometime, Often, Always that were scored by 1, 2, 3, 4, 5. Sugiyono (2006:135) states that one of the forms of Likert scale uses the

categories of Never, Seldom, Sometime, Often, Always that are scored by 1, 2, 3, 4, 5.

After knowing the interest scores of the students, they were classified into two groups by dividing the students based on the mean score. Harris in Bennu (2012) states that one

simple method to determine the students into the high and low classification on the test is that the score of each student may be compared with the average (mean score) The students who got above the mean score were grouped into the students with high interest and the students who got below the mean score were grouped into the students with low interest. Then, the researcher only analyzed the result of reading posttest of the students with low interest.

The results of the test and questionnaire were analyzed using Chi-Square test for normality data testing, variance test for homogeneity data testing and t-test for hypothesis testing.

DISCUSSION

a. Questionnaire

The questionnaire consisted of 20 items. Before it was given to the samples, it had been tried out to find out its validity and reliability. To know the validity,

the score of $r_{\text{calculated}}$ was compared with t_{table} by significance level 0.05. If $r_{\text{calculated}}$ was higher than t_{table} , it means that the instrument is valid. After the try out of questionnaire was conducted to other group, it was found that all the items were valid because $r_{\text{calculated}}$ was higher than r_{table} and the questionnaire was also reliable because $r_{\text{calculated}}$ was categorized into very high category namely 0.997. It meant there were 20 items of questionnaire items assigned.

The questionnaire was conducted for both groups (experimental and control group). It was aimed to compare the two groups to determine the students who had low interest before giving treatment. The summary of the questionnaire scores before treatment of experimental and control groups is presented in the following table below:

Table 3: The Summary of Students' Interest in Experimental and Control Groups

	Reading Comprehension	
	Experimental Group	Control Group
N	30	30
Highest Score	73	74
Lowest Score	45	46
Total Score	1850	1855
Mean	61.67	61.83
Median	65.75	74.5
Mode	62.83	68
Deviation Standard	8.4	7.7

Based on the mean score of both groups, the students who got the mean score under 61.67 (experimental group) and 61.83 (control group) were classified into the students with low interest. It is based on what Harris states in Bennu (2012) that one simple method to determine the students into the high and low classification on the test is that the score of each student may be compared with the average (mean score). The students who got below the mean score were grouped into the students with low interest. Thus, it was obtained that the students who had low interest in experimental group were 12 students and in control group were 14 students.

b. The Pretest Result of the Students with Low Interest in Experimental and Control Groups

Pretest of reading comprehension on procedure texts was conducted before being given the treatment. After getting the data of reading comprehension pretest on procedure texts, the data were analyzed based on the students' interest score, that is, low interest scores. The pretest result of students who had low interest was classified into reading pretest result of the students with low interest. The summary of reading pretest result of the students with low interest in experimental and control group is presented in the following table:

Table 4: The Summary of Pretest Result of the Students with Low Interest in Experimental Group (X) and Control Group (Y)

	N		Minimum		Maximum		Mean		Std. Deviation	
	X	Y	X	Y	X	Y	X	Y	X	Y
Pretest result of reading comprehension of students with low interest	12	14	28	28	76	56	47.33	47.71	12.39	7.59

From the table above, it shows that the mean scores of reading comprehension of students with low interest in experimental and control group were almost the same namely 47.33 and 47.71. It means that both groups had similar ability before the treatment was given. It can be

predicted that these two groups are homogeny and reliable to be a sample of the research.

The description of frequency distribution of pretest result of the students with low interest in experimental and control group can be seen in the following table:

Table 5: Frequency Distribution of Pretest Result of the Students with Low Interest in Experimental and Control Groups

No	Interval	Fi	Xi	Fi (%)	No	Interval	Fi	Xi	Fi (%)
1	28 – 37	2	32.5	16.67	1	28 – 33	1	30.5	7.14
2	38 – 47	3	42.5	25	2	34 – 39	0	36.5	0
3	48 – 57	5	52.5	41.67	3	40 – 45	4	42.5	28.57
4	58 – 67	1	62.5	8.33	4	46 – 51	3	48.5	21.43
5	68 – 77	1	72.5	8.33	5	52 – 57	6	54.5	42.86
Total		12		100	Total		14		100

From the table above, it shows that the students who got the most frequency in experimental group was at interval 48-57 (5 students) and in control group was at interval 52-57 (6 students). It means that the reading comprehension of students with low

interest on procedure texts in experimental group is almost the same with in control group because the ranges of the interval in experimental group and control group were almost similar.

c. The Posttest Result of the Students with Low Interest in Experimental and Control Groups

Posttest of reading comprehension on procedure texts was conducted after being given the treatment. The students were assigned to have the posttest to see whether there was the effect of the techniques given namely PQRST for experimental group and QAR for

control group. After getting the data of reading comprehension posttest on procedure texts, the data were analyzed based on the students' interest score, that is, low interest scores. The posttest result of students who had low interest was classified into reading posttest result of the students with low interest. The summary of reading posttest result of the students with low interest in experimental and control group is presented in the following table:

Table 6: The Summary of Posttest Result of the Students with Low Interest in Experimental Group (X) and Control Group (Y)

	N		Minimum		Maximum		Mean		Std. Deviation	
	X	Y	X	Y	X	Y	X	Y	X	Y
Posttest result of reading comprehension of students with low interest	12	14	48	40	80	72	66.33	59.43	8.61	8.43

The tables above show that the mean scores of the posttest result of the students with low interest at experimental group and control group are 66.33 and 59.43. It can be said that there is a different result between experimental group and control group on the students' comprehension on procedure texts after being given the treatments. The reading

comprehension of students with low interest on procedure texts in experimental group is higher than in control group after being given the treatments.

The description of frequency distribution of posttest result of the students with low interest in experimental and control group can be seen in the following table:

Table 7: Frequency Distribution of Posttest Result of the Students with Low Interest in Experimental and Control Groups

Experimental Group				Control Group			
Interval	Xi	Fi	Fi (%)	Interval	Xi	Fi	Fi (%)
48 – 54	51	1	8.33	40 – 46	43	1	7.14
55 – 61	58	3	25	47 – 53	50	1	7.14
62 – 68	65	4	33.33	54 – 60	57	6	42.86
69 – 75	72	2	16.67	61 – 67	64	3	21.43
76 – 82	79	2	16.67	68 – 74	71	3	21.43
Total		12	100	Total		14	100

From the table above, it shows that the students who got the most frequency in experimental group was at interval 62-68 and in control group was at interval 54-60. The highest interval in experimental group was 76-82 and in control group was 68-74. It means that the reading comprehension of students with low interest on procedure texts in experimental group is higher than in control group after being given the treatments.

From the calculation of T-test, of the reading comprehension of the students with low interest, it was found that $T_{\text{calculated}}$ was 2.066 and T_{table} was 1.708. It means that $T_{\text{calculated}} > T_{\text{table}}$. It can be concluded that H_0 was rejected and H_1 was accepted - The students with low interest taught by PQRST technique have significantly higher reading

comprehension than those who are taught by QAR technique at grade VII of SMPN 2 Padang.

Based on the calculation of T-test of the reading comprehension of the students with low interest, it shows that PQRST technique gives significant effect on students with low interest on their reading comprehension on procedure texts. It can be seen from the result of hypothesis testing which shows that $T_{\text{calculated}}$ is higher than T_{table} namely $T_{\text{calculated}}$ was 2.066 and T_{table} was 1.708.

As theory of interest that has been stated before in the review of related literature, reading interest is really important when reading and it is one of the factors that influence the reading comprehension attainment.

Stevens (1980) states that interest plays a vital role in the reading comprehension achievement. In reading a text, interest is really needed. If such interest is not already present or low, the students will not have a good comprehension maximally.

However, after conducting a research, it was found that the students with low interest taught by PQRST technique have significantly higher reading comprehension than those who are taught by QAR technique at grade VII of SMPN 2 Padang. From this case, it shows that the students who had low interest also could produce higher reading comprehension.

Students' interest depends on how teacher acts in the classroom. Students benefit when a teacher succeeds in eliciting interest; they experience increased attention to, and memory for, subject matter and an interest in effectively processing information. Independent of their potential interest in its content, students might be interested in an activity's processes.

Therefore, in this case, in PQRST technique teachers can stimulate students by encouraging them to expand their goals and task engagement strategies to make the reading activity more interesting for them. PQRST technique provides the students an identifiable structure to follow for reading and interacting with the material that can make the students become interested (Wormeli, 2001:16).

Actually, PQRST and QAR techniques give the same benefit to the readers. According to Turkington (2003:61), PQRST is a good technique in reading because it helps

students retrieve information got from their memory after reading. Raphael (1982) states that QAR technique can provide a means of improving students' reading comprehension in an efficient and effective manner. However, PQRST gives more contributions than QAR to the readers. Thomas and Robinson (1982) states that PQRST is a technique that is helpful in improving the reading comprehension when the students' purpose is thorough mastery of the content. He adds that PQRST help the students comprehend better, concentrate better and retain better.

Applying PQRST technique in teaching reading in the classroom can make the students comprehend more on the content of the texts. By doing preview, it provides the students a "map" of the text. It means that it makes the students know the general information of the text before reading all. In question step, the students are motivated to develop their background knowledge. It is relevant with what Blanco and Al Varez (2006) say that analyzing in depth the Q (Question) stage can stimulate students to improve their previous knowledge. In the Read step, the students experience digging into difficult sentences, reading and rereading a passage until they get a breakthrough, pausing to think something through. The next step, State, encourages students recall and check all the specific information got from the text so it can make them comprehend more and memorize the content of the text. It is like what Pauk (2005) says that State stage gives a check on what was really learned, and removes doubt about how well the students have learned that material. In the last step, Test, the students are tested their knowledge

got from the passage by answering questions to see if they have retained the information or not.

From the researcher's observation in the classroom when applying the technique, it was found that the students taught by PQRST technique were more interested to do reading comprehension than those who were taught by QAR technique because PQRST technique can motivate students to be interested to look deeply into a reflexive study (S-State stage), and also promote among students' autonomy in reading. Here, the PQRST technique provides specific direction in reading comprehension. As a result, the students with low interest taught by PQRST technique have significantly higher reading comprehension than those who are taught by QAR

SUGGESTION

Based on the conclusion of this research, it is suggested for the English teachers to be able to apply PQRST technique as an alternative technique in teaching difficult material for reading in the classroom. Besides, it is also suggested for the English teachers that they should consider the students' interest on reading comprehension. As interest is one of the factors affecting the students in reading, the students' reading comprehension may be influenced by the students' interest. The last, it is suggested for further researchers who want to do the similar research to try to apply different kinds of texts.

Note:

This article was written from the writer's thesis at Graduate Program, State University of Padang, helped by my advisors:

technique at grade VII of SMPN 2 Padang.

CONCLUSION

Based on the finding of this research, it can be concluded that the students with low interest taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang. It indicates that PQRST technique affects the students with low interest on reading comprehension on procedure texts, that is, producing higher reading comprehension than QAR technique. This is due to that PQRST technique gives more contributions than QAR technique to the students in comprehending the texts.

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