

**THE EFFECTIVENESS OF PARS (PREVIEW, ASK
QUESTION, READ,SUMMARIZE) STRATEGY TO IMPROVE
STUDENTS' READING COMPREHENSION IN
DESCRIPTIVE TEXT AT THE 8th GRADE OF SMPN 4
KELAPA YEAR 2021/2022**



A THESIS

Submitted to the Undergraduate Program in Partial fulfillment of the
Requirements for the Degree of Bachelor of Education (S.Pd)

By :

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English Language Education Study Program

STATE INSTITUTE OF ISLAMIC STUDIES

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2023



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STUDENTS’ READING COMPREHENSION IN
DESCRIPTIVE TEXT AT THE 8th GRADE OF SMPN 4
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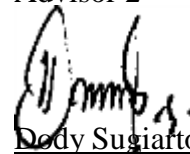
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
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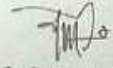
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MOTTO

***“There is not more beautiful prayer than
praying that this thesis can be finished
quickly”***

DEDICATION

سُبْحَانَكَ اللَّهُمَّ
الْحَمْدُ لِلَّهِ
الْعَلِيِّ الْعَظِيمِ

First of all, all praise to Allah SWT the lord of the world who has given me the opportunity to life and enjoy this wonderful life. Then, to our Prophet Muhammad SAW (peace be upon you) who has brought us from the darkness to the lightness life. At the moment, the researcher had finished this thesis entitled “The Effectiveness of PARS (Preview, Ask Question, Read, Summarize) Strategy to Improve Students’ Reading Comprehension in Descriptive Text at the 8th Grade of SMPN 4 Kelapa Year 2023/2024”.

Therefore, I am as a researcher, this thesis is especially dedicated to:

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Abstract

The aim of this study was to know the implementation of PARS Strategy in improving students' skill in reading comprehension of descriptive text and to find out the significant difference of the skill in reading comprehension of descriptive text between the students by using PARS Strategy and those who are not. The subject of this study were the students of eighth grade students of SMPN 4 Kelapa in academic year 2023/2024. In this study, the researcher used quantitative approach with quasi-experimental design. The findings showed that the result of mean score of post-test in the experimental group was higher (77.34) than the mean score in control group (74.07). Meanwhile, the result of independent samples test of students' post-test between experimental and control group, the t-obtained in equal variances assumed was 6.68 and the significant (2-tailed) was.001. Since the t-obtained was higher than t-table ((6.68 > 2.05)) and the significant (2-tailed) was lower than computation with level significant (.000<0.05). Based on the fact above, it could be concluded that there was a significant difference between the samples significantly, and PARS Strategy improved the students' skill in reading comprehension of descriptive text. Therefore, the result of this study is expected to contribute to the development of the process of English teaching and learning, especially for teaching and learning reading comprehension.

Keywords: *Reading Comprehension, Descriptive Text, PARS Strategy*

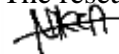
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Petaling, Oktober 2023

The researcher



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