



ELTE *Journal*



(Journal of English Language Teaching & Education)

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ELTE Journal is published twice a year in the months of February and September. It presents articles on the English Language Teaching and Education. The contents cover analysis, studies, application of theories reports, and material development.

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ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subjects Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

Preface

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 8 Number 1, February 2020. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early-career researchers. ELTE Journal provides a high profile medium for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative works on language teaching and education. The contents include reports based on analysis, studies and application of theories from both junior and senior high school teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the field of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for publication.

In this February 2020 edition, the editors received 11 articles from teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing publication.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comment, suggestion, criticism and contributions for future editions are welcome.

Editors

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**IMPROVING STUDENTS' READING COMPREHENSION ACHIEVEMENT
THROUGH PQ4R STRATEGY TO THE ELEVENTH GRADE STUDENTS OF SMA
NEGERI 19 PALEMBANG**

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Abstract

This research study was carried out based on the problem faced by the writer as the teacher of English at SMAN 19 Palembang. The result of the preliminary study at the eleventh grade of SMAN 19 Palembang showed that the students' reading comprehension achievement did not meet the standard criteria of success. To solve the problem, the writer decided to conduct classroom action research. The research problem of this research were "How could PQ4R Strategy improve the students' reading comprehension achievement to the eleventh-grade students of SMAN 19 Palembang?" and "What was the students' perception of the implementation of PQ4R strategy to improve their reading comprehension achievement? This study was conducted in three cycles by following the procedure of classroom action research: planning, implementing, observing, and reflecting. The findings of the study showed that the PQ4R strategy could increase students' reading comprehension achievement. It could be inferred that students' perception was very good.

Keywords: reading comprehension, achievement, PQ4R strategy