

CHAPTER I

INTRODUCTION

1.1 Background of the Study

As the basic rule of language, reading is a skill that should be understood to people in daily life. Teixeira (2012:15) states that reading is a key of language skill that has an important place teaching and learning foreign language. By reading, readers can get a lot of knowledge. Besides that, reading helps to develop critical thinking skills, by reading people can have a new vocabulary and also can improve their pronunciation and know how to spelling the words. Reading is a form of communication where the readers can extract many information from a text. Therefore, to be able to understand the content and information of the text, the readers need a good reading comprehension. Reading comprehension is an activity which is need high focus and concentration when read some text. In conclusion, reading involves the ability how to understand, interpret and analyze the text and aim obtain information from the read text.

Reading is a great source of language learning, language can be acquired from reading as opposed to studied directly Pollard (2008:44). If the students have a good reading comprehension, students can easier to analyze and predict the text. Reading can help students connect to what they read now and what they read in past. In reading it is need to analyze and predict the contents of a text because reading is a receptive process. Based on Brassell and Rasinski (2018:18), reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. That is mean the reader must be understand the meaning of a paragraph from

reading because the ability to reading ability is reading aloud and understand what the reader reads. Therefore, reading comprehension is an important skill that should the students' master in English language skill.

In reading, students must focus on what they read because reading is not just reading, but also involves their ability to recognize what they have read. Thus, the students can understand the ideas which contained in the reading text systematically. Reading also a form of communication where the readers can extract a lot of information from a text. By reading students can also get a lot of knowledge, new vocabularies and it can improve students' pronunciation and know spelling the word. According to Snow (2002:11), reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. When the readers analyze the text, there is a process of extracting and constructing meaning. When this process occurs, the reader will simultaneously construct the meaning of the text or sentence so that it is easier to understand and the information in the text will convey properly.

Based on the observation at SMPN 3 Abiansema, the researcher found the difficulties in reading comprehension of the students of the eighth-grade in academic year 2023/2024. The students had difficult to identify specific and general information, textual meaning and textual references in recount text. This can be affected by many causes. Sometimes, the students do not understand what the text they have been read. Students cannot catch the meaning of the text. The problems faced by students can be caused by various reasons. One of them is the teacher' strategy does not apply in the right way. This shows that students are less motivated and teachers' preparation is very important to finding and solving this problem.

Therefore, the strategy was used by teacher in the teaching and learning process is important for students' improvement.

The students' problem here is the students are expected to get some information from their reading in learning process. But in real situation, many students failed to pass classes because of they have difficulty in reading comprehension. Many students faced problem in comprehending or understanding the information of the text while reading the material. This problem is also experienced by students of SMPN 3 Abiansema, especially of eighth-grade students. Making students interested and like reading is a difficult skill. Some students think that reading is boring. Finally, teachers did not find the right technique to explain the material for students to learn and understand the material presented quickly. Moreover, the reading process does not receive clear attention without considering the text and other criteria.

The teacher is used monotones strategy, which is use to explain the material in the front of class and teacher asked students to read some text. There were no corrections during the teaching process. The teacher on SMPN 3 Abiansema is used reading aloud strategy. The teaching technique used by the teacher is not in accordance for the students' ability. Many teachers use this strategy, it is very general. The implementation of this strategy is easy where teacher asked to the students to read the text aloud. This strategy is suitable for teacher to teach young learners because it makes the class more fun. However, when teaching reading comprehension, the teacher used this strategy it is less effective because not all student can understand and catch the meaning of the text by reading aloud. Students

need to process the meaning that they have captured. Thus, clear steps are needed to teach students' reading comprehension.

Reading aloud is less effective for teaching reading comprehension. It can make the students bored because they only focus on reading without understanding the contextual meaning of the text, teacher's strategy is monotone. Furthermore, this technique is unstructured as it does not have any steps. By using this strategy, the students did not really understand about the content that have they read. Students only read one paragraph of text aloud in front of the class and the other students will continue read the other paragraph. The students only read and do not know the meaning of the text. Sometimes, the students who did not have a change to read it, they would not pay attention to their friends. Besides that, not all students have a good pronunciation, it can be an obstacle in applying this strategy.

To solve this problem, many strategies can be used by teachers to improve students' reading comprehension. PQRSST is the one of strategies it can be used to teach reading comprehension. According to Turkington (2003:61), this strategy focus on five steps such as Preview, Question, Review, State/Summary and Test. By using this strategy, when teaching reading can be well-managed. The students follow the reading activity step by step. In the first step is Preview, in this step the teacher asked students to skim the text to find the mind idea. The second step is Question, students are asked to provide questions related to the text or teacher can ask for stimulate the students. The third step is Reading, the teacher asked students to read the entire text. The fourth step is State/Summary, in this step the students state or make a summary about the text. The last step is Test, the teacher gives test to students to find out students' understanding of the content of the text without

cheating with their friends or copying the material. This strategy can help students to be more focus and active during learning, it can be makes easier to understand what they read. This strategy also makes students memorize the content of the text.

By implementing PQRSST technique, teaching reading comprehension can be easier. These five steps that can help students to find and remember the main ideas of the text they have read. In this technique, students actively process the information in the text, increasing their chances of remembering what they have read. This strategy requires students to shorts excerpts of the material and rearrange the contents, including main ideas and specific details, in their own words. This technique can help them improve their memory for important information. It can guide students' reading participation and help teachers manage their classrooms. Based on the problems faced by students, the researcher is very interest in implementing PQRSST. Students can improve their reading comprehension and learn faster if the procedural steps of this technique are executed properly.

In this research, the researcher tried to conduct PQRSST strategy to teach reading comprehension especially to stimulate and engage students in reading comprehension. By implementation this strategy it can overcome the problem of the eight-grade students of SMPN 3 Abiansemal. Therefore, using the PQRSST strategy can help students more focus and active during learning activities. It can also motivate students to study, and students are able understand when read the text. So, students can get a lot of meaningful information and knowledge. Therefore, the researcher was motivated and interesting in conducting research entitled “Improving Reading Comprehension of the Eighth-grade Students of SMPN 3 Abiansemal in Academic Year 2023/2024 through PQRSST?”

1.2 Research Problem

In the research problem, the researcher states the research problem. Based on the research background, reading comprehension is a reading which needs high focus and concentration. Reading in English it is not easy, there are still many students have difficulties in reading comprehension. Based on the problem at SMPN 3 Abiansema of the eighth-grade that the researcher found, the students had difficulty in reading comprehension to find specific and general information, textual meaning, and textual references in recount text. The problem must be solved by implementing teacher strategy. Therefore, the research problem can be formulated as follows: can reading comprehension of the eighth-grade students of SMPN 3 Abiansema in academic year 2023/2024 be improved through PQRST?

1.3 Objective of the Study

To answer the research problem and clarify this research, it must have clear research objective of the study. The objective of this study must be achieved because it is the purpose of this present research. In addition, it is important for the researcher to know the objective of the study. This can help to collect data and know the process of conducting current research. Besides that, the researcher can be easier to construct the plan if research knows the objective of the study. In this study, the objective of the study also designed to answer the research problem that have been described previously. Therefore, the purpose of this research is to find out whether the reading comprehension of the eighth-grade students of SMPN 3 Abiansema for the academic year 2023/2024 can be improved through PQRST.

1.4 Limitation of the Study

In limitation of the study, the application of the PQRST strategy is used in teaching reading comprehension especially in recount text. In this research, the researcher focused on the improving the students' reading comprehension using PQRST strategy. In the present study, SMPN 3 Abiansema apply Merdeka curriculum. Therefore, the teaching module and learning material are based on the Merdeka curriculum of the eighth-grade students of SMPN 3 Abiansema. According to the Merdeka curriculum of the school, the researcher focused on the reading and viewing element in Phase D about identify the context, main ideas and detailed information from a variety of spoken or written text presented in multimodal form within the scope of adolescent life.

In the present study, this is a requirement for designing lesson understanding. So that the teaching module and learning material are accordance with the Merdeka curriculum. The researcher focuses on the objective of the study where the students are able to read a recount text and should be in the right form of identify specific and general information, textual meaning and textual references in recount text. Moreover, the text should fill the criteria in the scoring rubric that will be used. There are as follows, comprehension, vocabulary and grammar.

1.5 Significance of the Study

In this present study, the researcher focused on improving the student's reading comprehension of the eighth-grade students of SMPN 3 Abiansema in academic year 2023/2024. It is expected that this study has research findings because it one of the important terms when doing research. This research focused on the use of PQRST strategy. Hopefully this strategy can help students to improve

students' reading comprehension and this study provides the findings. These findings are expected to provide benefits both theoretical and practical. The significance of the present study is to know and find out how the strategy can solve the problem of reading comprehension faced by English students and teacher. Therefore, the significance of this study can be elaborate as follows:

Therefore, the important of this research can be described as theoretically, the expected result of this research is to strengthen the theory of reading comprehension. It is hoped that SMPN 3 Abiansema teachers can use this research as a reference to improve students' reading comprehension with PQRS strategy. In addition, it can also be a reference for future researcher who use the PQRS strategy and support similar research with this strategy. Besides that, other researchers can use the research findings as empirical review which give them information about this present study. In addition, for the students it is hope this research can make students more aware that reading comprehension is very important and this present study can make students realize that learning reading comprehension and hone their reading ability is significant.

Practically, the findings of this research are expected to provide more information for English teacher, students and the other researchers. Hopefully, this research can provide information about the use of PQRS strategy that can be used in the teaching and learning process. For teacher, the teacher can apply this strategy to the teaching and learning process in reading comprehension. By using the PQRS strategy, it is hope that an interesting teaching and learning process can be obtained. Furthermore, this research is expected to be able to make a good contribution to English teacher at SMPN 3 Abiansema. For the students, it is hoped

that would make it easier to learn in reading and can help solve their problem in reading comprehension and the students be able to find specific and general information, textual meaning and textual references in recount text.

1.6 Definition of Key Term

The title of this research is Improving Reading Comprehension of the eighth-grade students of SMPN 3 Abiansema in Academic Year 2023/2024 through PQRS. There are several difficulties and problems which faced by the students and English teacher. Therefore, to avoid misunderstanding and confusion and make the readers clearly understand, there are two key terms that need to be briefly clarified to provide the research clear insight. The readers are expected to be able to understand the meaning and got the point of these key terms and this study hopefully can be meaningful for the readers. Furthermore, in this present study, the two key terms which would be defined are reading comprehension and PQRS strategy. The two key terms are clearly defined as follows:

1. Reading Comprehension

In this research, reading comprehension is operationally defined as the ability of the eighth-grade students in SMPN 3 Abiansema in Academic Year 2023/2024 to identifying general information, specific information, textual references and textual meaning of recount text.

2. PQRS

PQRS strategy is one of effective techniques operationally defined as a strategy of teaching reading comprehension to the eighth-grade students in SMPN 3 Abiansema which can be divided into five steps: Preview, in the preview the students read the text by skimming to get

the main idea of the text. Question, in question the students will get a session for asking a question related with the topic or the teacher can ask to the students for stimulate. Read, in read the students read whole of the text to find the answer which related to the question before. State/summary, in this step the students state or make a summary about the text. The last step is Test, in this step the students will do some test related about the topic, the test is used to check the students understand.



CHAPTER II

THEORETICAL AND EMPIRAL REVIEW

2.1 Theoretical Review

In this theoretical review was used to support this research with some theories which related with this research study. This research based on several background and empirical evidences and must provide a contribution of practical significant. Theoretical review was important for directing research and serving a reference framework. New points theoretical as empirical evidence was reviewed for the purpose of this research study. Some of the viewpoints such as 1) Reading Comprehension, 2) PQRS Strategy of Teaching Reading, 3) Assessment of Reading Comprehension. Those are explaining as follows:

2.1.1 Reading Comprehension

Reading was the one important skill to learn in English. According to Patel and Jain (2008:113), reading is an active process which consist of recognition and comprehension skill. Reading is an important activity in life with which one can update readers' knowledge. Thus, reading is the most useful and important skill for people. Reading is a process when the readers learn from what they read and involve it in an academic context as part of their knowledge. Reading is not only a source of information and pleasurable activity but also as a means to strengthen and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain understanding of the culture. Reading is certainly an important activity for expanding knowledge of a language.

Based on McNamara (2007:3), reading is an extraordinary achievement when one considers the numbers of level and components that must be mastered. Consider what it takes to read a simple story. These words contain graphemes, phonemes and morphemes. The sentence has syntactic composition, propositions and stylistic feature. Deep comprehension of the sentences requires the construction of referents of nouns, a discourse focus, presuppositions, and plausible inferences. The reader needs to distinguish given versus new information in the text and implicitly acknowledge what is shared among most readers in a community (called the common ground). At more global levels, the reader needs to identify the genre, rhetorical structure, plot, and perspective of different characters, narrator, theme, story point, and sometimes the attitude of the author.

According to Brassell and Rasinski (2018:18), reading comprehension the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Reading comprehension is an active process of finding information, meaning from the content of the text. In carrying out reading comprehension, the reader must be able to capture the meaning of the text and construct what he captures into information. Comprehension occurs when a reader is able to act, handle, or process information present in a written text in a way that shows understand. The following examples illustrate how readers can show they understand when they read.

Woolley (2011:15) states that reading comprehension is the process of making meaning from the text to get a thorough understanding of what is explain in the text and to get the meaning of words or sentences that have been read. Students develop this reading or representation of the text meaning during the reading process.

Making meaning connecting every word and sentences to get meaning of every sentence, after making meaning the reader will get information of the content and understand about what is talk about. According to Harris and Graham (2007:8) reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of the text).

According to Pang, et al. (2003:6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading is consisting of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Therefore, comprehension is not a passive process but an active process. A good reader usually takes active to overcome difficulties in understanding. It involves drawing inferences from the word and expression that writer uses to communicate information and ideas through writing.

In reading comprehension, the students must be able to analyze and understand the content of the text. However, not all students have a good reading comprehension. Reading comprehension is the process to understanding of the text and understand what they have been read. Serravallo (2010:16) states that to be a good teacher, they need to know what tricks are suitable to make students more active and interesting to learn. Teachers need to understand everything about students. Teachers need to know how students do what they do, then it can help

students to engage with text and think more sophisticatedly as they read. We need to be able to assess well and make teaching decisions based on those assessment.

Jeffries (2007:74) states that reading comprehension is comprehending what students' read is more than just recognizing and understanding words. True comprehension means making sense of what the student read and connecting the ideas in the text to what the students already know. It also means remembering what the students have been read. In other words, comprehending means thinking while the reading process by the students. Then at the same time students need to try to connect information that has been obtained with personal knowledge and experience so that it is easy to express opinions on reading content. But most importantly, students have to adjust personal thinking in the author's way because there is some information that has not been revealed. Then, students can remember the information easily by way of think deeply and give some responses to the text.

According to Harmer (2007:99), reading is useful for language acquisition. Many students develop their reading skill in purpose to their knowledge. They think about what they already know about a topic before reading, they make connection to their lives, other books, and the word as they read and they think about these connections after finish reading. Reading is also a significant source for students to obtain language based on those definitions above it can be concluded that reading comprehension is defined as the process to understand the meaning of the text and understand what has been read. Therefore, it made the students easily to get the information of the text.

Reading comprehension means understanding and remembering the ideas when read a text. Based on Klingner, et al. (2007:2), reading comprehension is the

process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. This refers to the ability to interpret words, understand the meaning and the relationship between ideas conveyed in the text. In conclusion, reading comprehension is an activity where the reader can get a new knowledge, information from the content of the text. The reader can retell the information that they get depends on their ability to remember and understanding the meaning of the content. To get the information of the content, the reader should catch the meaning of the text.

2.1.2 PQRST

Based on Champion (2006:58), PQRST technique increases the extent to which information is processed by the brain, but is used for written material. By using the PQRST strategy, it is easier for students to get information from the text before reading. Using this strategy also help students to develop their memory because this strategy makes students focus on remembering. Information obtained by students in reading, using this strategy can be stored in long-term memory. Applying this strategy in reading comprehension can help the students to remember the information during the reading process. In teaching reading using PQRST it can make students more interested because it makes students enthusiastic when following lessons and steps in technique. PQRST is easily to understand by students. So, it can be an interesting teaching technique.

The PQRST strategy is easy to implement, it can be applied to every grade of students because it has simple steps and processes. When implementing this strategy, students will do skimming the text before reading the entire reading text. This can make students more advanced to understand the content of the text. In

addition, the implementation of this strategy is effective because it does not take a long time and process. In addition, by using this strategy students can train and hone their memory and understanding. The steps in PQRSST are also useful for helping students to understand the text. This technique is a powerful technique that provides a strong reading background as a key before reading activity. So that, it is easier to catch the meaning of content and organize it into information and knowledge.

According to Pettersson (2002:242), one of the best-known techniques for improving memory from reading is called the PQRSST (Preview, Question, Read, State/Summary, and Test) students can train their memory with this strategy because in the first step the teacher will ask the students to read a text by skimming. The students will keep what they have read by skimming it in their memory before the students read the whole of the text. PQRSST has five steps that must be carried out where each step has its own process. Students will be able to focus because the implementation of this strategy is not difficult and simple. Although this strategy has a simple process. This strategy can improve students' reading comprehension.

According to Turkington (2003:61), explains that the steps in PQRSST are beneficial for aiding the students in comprehending in text. PQRSST is a technique who can help students retrieve information from their memory. By using this strategy students can obtain reading comprehension. PQRSST is a technique used to help students recall information that previously received during the reading process and also helps develop students' memory because this strategy is focused on remembering. In addition, students must be clear and focused in understanding in reading. The technique makes students easier to comprehend and catch the meaning of the text. There are five steps for PQRSST technique are driven as follows:

1. Preview

In preview, the teacher tells the students to get main ideas about the contents of the text by skimming the text.

2. Question

In the question is the step when students are asked several questions before the entire chapter. The questions are based on the material that has been read briefly before or teacher can ask to stimulate the students.

3. Read

The teacher ask the students to read the text carefully. The students read whole the text to get information from the text.

4. State/Summary

State/Summary in this step is students are asked to identify the general information, specific information, textual meaning, and textual reference.

5. Test

In this step the students will do a test with related to the material they have learn before on students' worksheet.

Based on the explanation above, PQIRST strategy was used for the students to improve their reading comprehension. This technique which includes preview (briefly read quickly), question (asked the students has own questions or teacher can ask to stimulate the students), read (the students read the text clearly), state/summary (the students summarizing after read), and test (the students could answer the test was given by teacher). PQIRST strategy was a technique that could help students to understand the content of the text and help students to concentrate longer. Besides that, this way makes students easy to improve reading

comprehension. The advantages of PQRST were providing opportunities for individual work or collaborative effort in the learning process.

2.1.3 Assessing of Reading Comprehension

Assessment was a process for evaluating students' progress. Reading comprehension assessment was used to know how far students understand about the learning material. It also used to measure their progress. Assessment also important for diagnosing students' ability level and can be an evaluation of the learning process. After getting information about the learning process, the teacher can reflect on the level of achievement of each student, as well as the specific tendencies of a group and then adapt it to the teaching plans they will make. In addition, by doing assessment students can get feedback from their teacher, they know what they have to improve to increase their reading comprehension.

Based on Richards and Schmidt (2002:35), assessment is a systematic approach to collecting information and making inferences about the ability of a students or the quality or success of a teaching course on the basis of various sources of evidence. Assessment can be done by test, interview, questionnaire, observation, etc. That is mean the assessment will help teacher to know the progress of the students. In conducting the assessment, it must be done at the first meeting or the beginning of learning and at the end of learning. The goals of assessment are to get information about students' progress. In addition, assessment is used to evaluate the understanding student in teaching and learning process.

According to McNamara (2007:107), the assessment of reading comprehension is a critical part of designing and implementing programs that teach reading strategies end-of-course purpose. There are many purposes of assessment

and it makes the assessment become very important aspects in teaching learning process. It contributes to the reader ability to link the meanings of several sentences into a coherently connected mental representation of the whole text meaning. So, the students try to understand what the text are telling. Thus, assessment takes place throughout to report against externally developed criteria such as standards and summative, end-of-course purpose.

In this research study, the researcher adapted the assessment of reading comprehension theory from Brown (2004:206). In this research study the researcher expects the use of short answer task for the assessment students. The researcher expected the result of the test can use as data collection. Hopefully, their reading comprehension can be improved and the test will be shown how far they have improved. The test will be given at the first meeting as a pre-test. At the end of each class, students will take a post-test to check their improvement. Each cycle will be pre-tested and post-tested. Student answer be assessed by using the answer key and scoring rubric which adapted from Brown (2004).

According to Caldwell, et al. (2008:2), assessment is so much a part of our daily lives that we seldom think about it. We do assessment in every time and anywhere. When we assess, we collect evidence. The evidence is important in assessment because it can give us the feedback or reflection to do the better. In reading, teacher not only assess the students' ability but also their comprehension. During the learning process, teacher will assess students in many aspects to see their strength and weaknesses. So, the students can improve more their ability in reading.

Klingner, et al. (2007:14) state that assessing comprehension is fraught with challenges because it can be difficult to determine how much students really know

and what they are actually thinking. To assess the students' comprehension, teacher can ask students about some questions that related with reading text to check whether they understand or not. One of these is to compare students' comprehension levels to those of students in a norming sample. Another is to find out if students have met pre-established criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies.

According to Chambers and Gregory (2006:162), function of assessment regime is that it should act as a guide to reinforcing teachers' priorities and helping the students to identify what activities, knowledge and understanding centrally important to their progress. Assessment of the students should be explicitly link to the learning process then the assessment must validly detail and comes of their degree program is not so much an innovation to teacher to work these things out for themselves as it may at first sight. Beside that the assessment can see to attitude, behavior and manners. Moreover, by doing the assessment the students can get feedback of their work. When the students get the feedback from their teacher, they will know what they have to improve in reading comprehension.

2.2 Empirical Review

In empirical review was a review of relevant from other researchers conducted with this research. Empirical review also used to strengthen this research. Empirical review can help the researcher avoid plagiarism or replication of the result of the previous. The empirical review was also used PQRS technique to improve students' reading comprehension. In this research, the researcher used two previous research that had be same goal:

The first empirical review was conducted by Wardani (2019) entitled “Improving Reading Comprehension of the eighth-grade students of MTs Miftahul Ulum Denpasar in Academic Year 2018/2019 through PQRST”. The objective of this research was to improve reading comprehension through PQRST strategy of the eighth-grade students MTs Miftahul Ulum Denpasar can be improved through PQRST. The result of this research could be seen by collected the data. In addition, the students’ achievement in reading comprehension can be improved by used PQRST strategy, it showed that after applying the teaching technique. The result of her study was effective in improving the reading comprehension.

In the first previous research, the researcher conducting two cycles and the response of the students for using PQRST strategy to teaching reading comprehension was good and had a positive response and impact for students. However, the previous researcher gave time for students to answer the question only 20 minutes for 20 questions. So, it is less effective and make students too rush when did the test because to lack of time. Therefore, in this present study the researcher gave 30 minutes to students for answer the 20 questions. Thus, the students can more focus on do the test and cannot need to rush while answering the questions.

The second research was conducted by Rahayu (2017), entitled "Improving Reading Comprehension through PQRST of the Eighth-grade Students of SMP Dharma Wiweka Denpasar in Academic Year 2016/2017". The research objective of study was to determine whether reading comprehension of the eighth-grade students of SMP Dharma Wiweka Denpasar can be improved through PQRST. Looking at the results of the research, it showed that after applying the teaching technique, the students' reading comprehension improved, and the problem that the

students had could be solved much better than the previous one before the teaching technique was applied. Moreover, used PQRSST can improve students' reading.

In the second previous researcher gained the same result which conducting two cycles. The researcher applied the strategy in well and made students more active. In each step was clearly and make easier to understand each step of technique. However, for the second research she used multiple choice as her instruments. The possibility of the students cheating in administering the objective items is high. Thus, the students' reading comprehension could not be objectively measured. Cheating can hinder students' independence abilities and students cannot solve their problem independently. Therefore, in this present study the researcher used test in the form of short answer task which tend to be difficult to cheating and the data obtained was valid. Besides that, the used of short answer task could comprehensively and objectively measure the students' reading comprehension it can encourage students' courage in expressing opinions and compiling in the form of good sentences.

