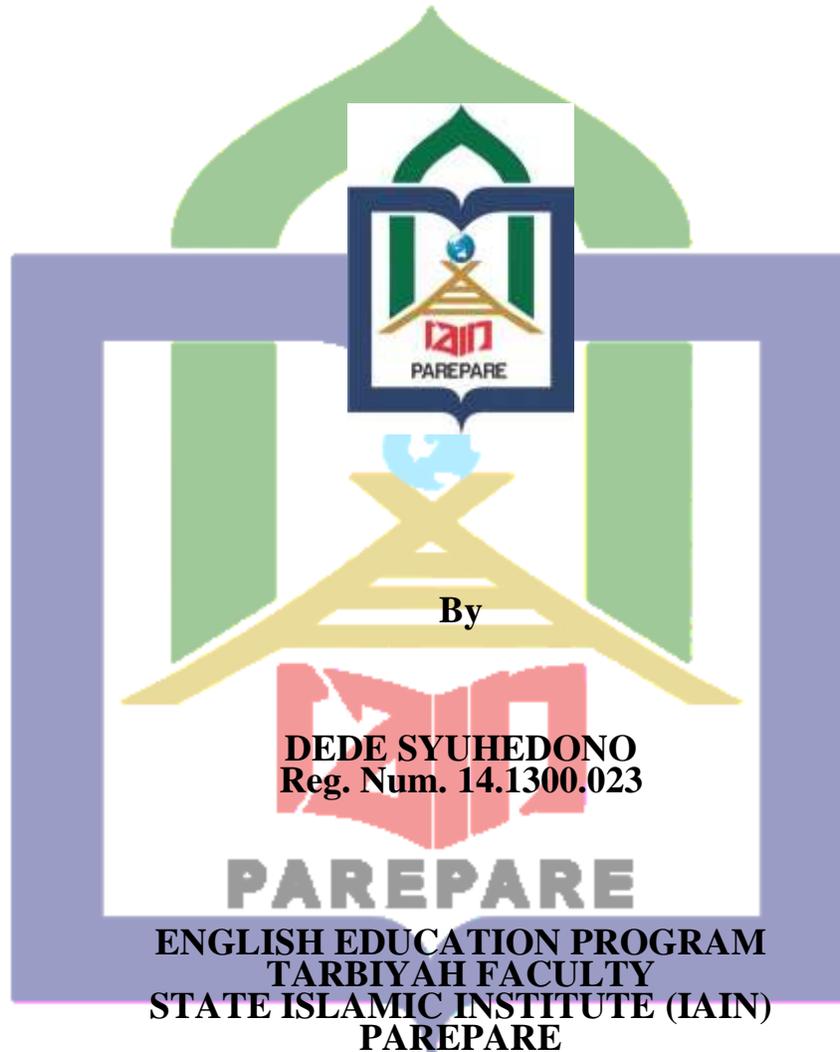


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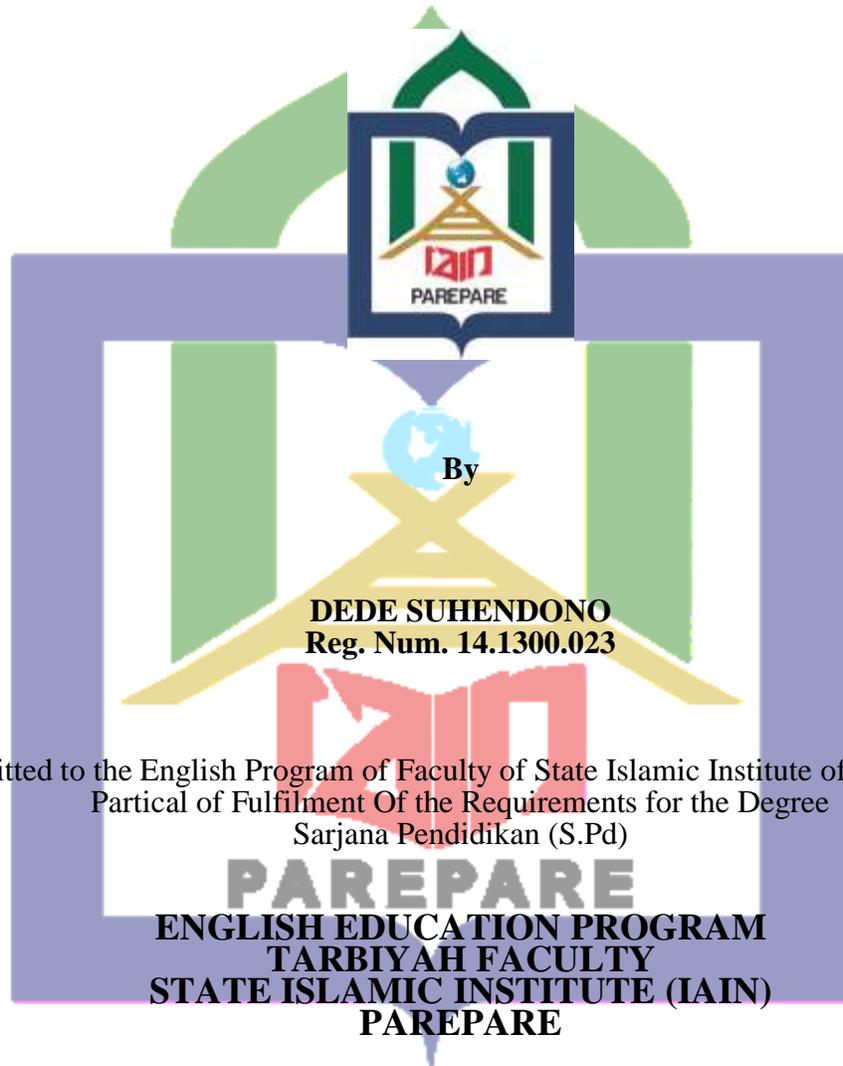
**THE EFFECT OF SURVEY, QUESTION, READ, RECITE, AND
REVIEW (SQ3R) METHOD ON STUDENTS' READING
COMPREHENSION AT THE TENTH GRADE OF
MAN PINRANG**



2020

SKRIPSI

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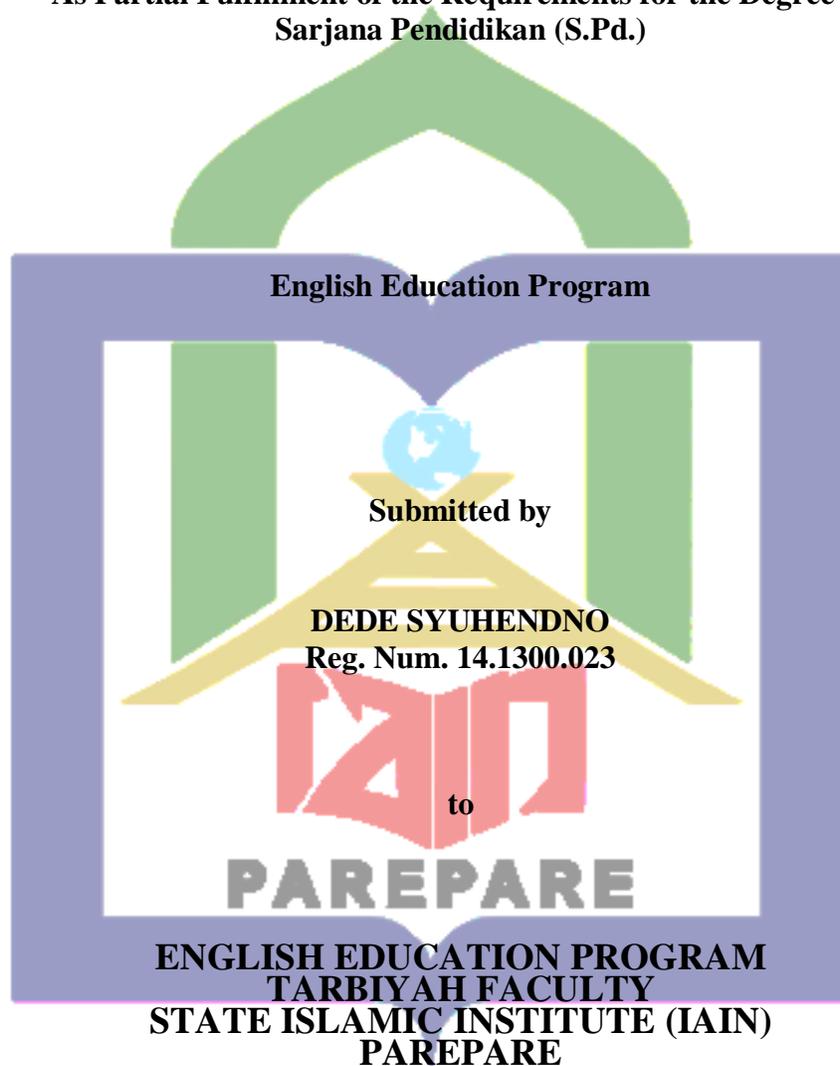
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2020

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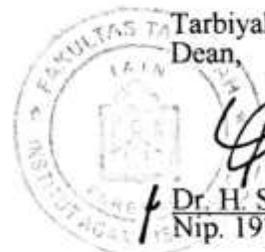
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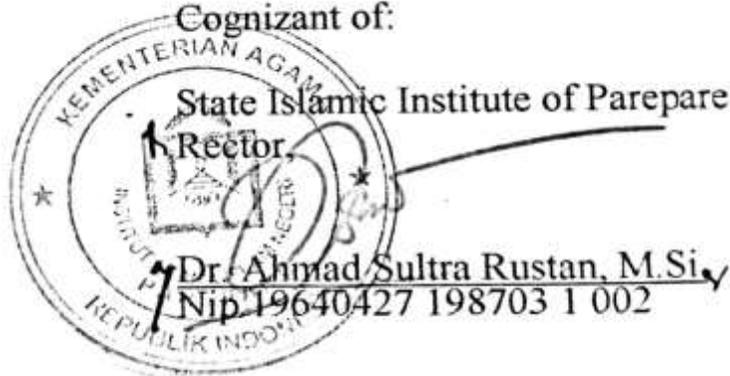
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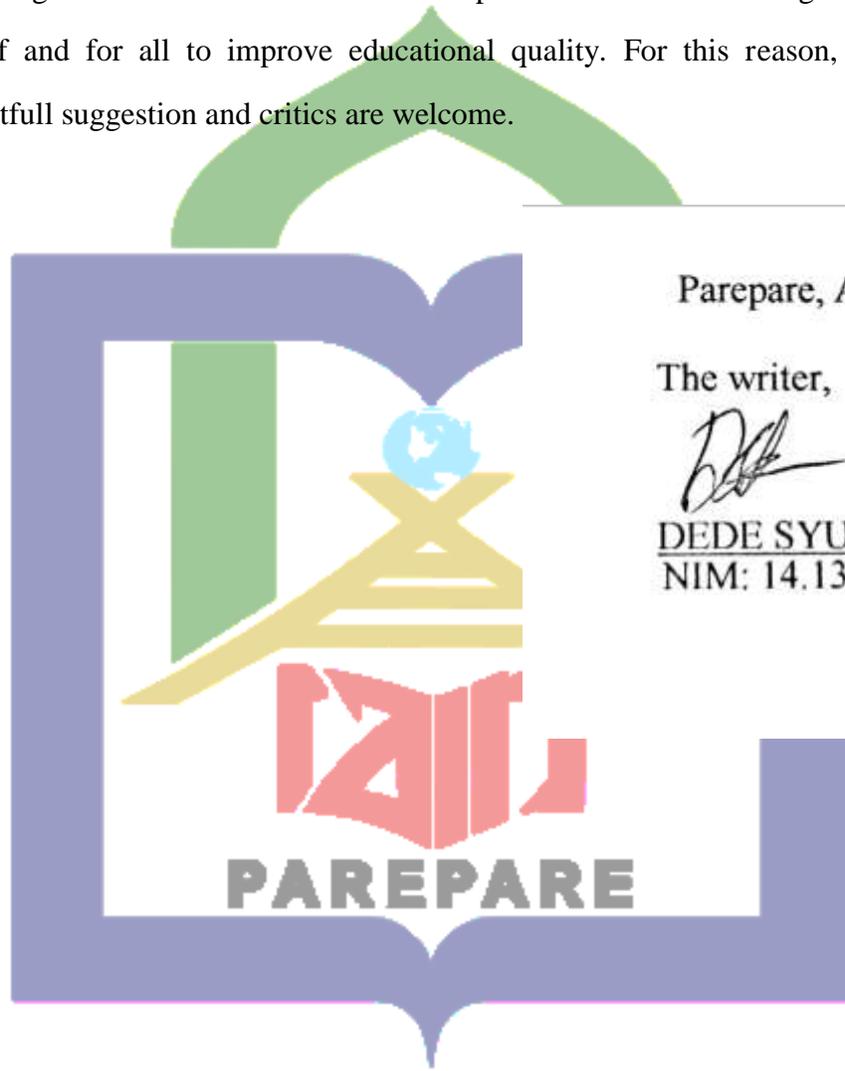
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Parepare, August, 24th, 2020

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States this skripsi is her own writing and if it can be proved that it copied, duplicated or compiled by any other people, this skripsi and degree that has been gotten would be postponed.

Parepare, August, 24th, 2020

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ABSTRACT

Dede Syuhendono: *The Effect of Survey, Question, Read, Recite and Review (SQ3R) on Students' Reading Comprehension at the Tenth Grade of MAN PINRANG*
(Supervised by Saepudin and Amzah)

Reading is one of the language skills that should be developed by students. It is a learning process of transferring information from writer to the reader in written form. In order to get new information, a student or reader must be able to comprehend a reading text. comprehension is necessary to get main information from the text. reading would be completed by comprehending the text. The teacher need the suitable method to conduct in the classroom. SQ3R method is one of the methods that can increase students' activity so the learning process can be more meaningful. The objective of this research is to find out the effect of SQ3R method on students' reading comprehension at the tenth grade of MAN Pinrang.

The study used quantitative method with posttestonly control group design because there were two groups for the samples namely experimental and control class, and also the researcher gave different treatment for both classes. For experimental class the researcher taught by using SQ3R method while control class taught by using conventional method. The instrument of this research was reading test or posttest.

The result of hypothesis test showed that $t_{table}(5\% = 1.666) < t_{calculate} (4.629)$. it means that the students whou taugh by using SO3R was greater than the students who taugh by using conventional method. Indeed, this method is recommended for teaches and students in learning English especially in reading skill to improve students' reading comprehension.

Keywords: SQ3R Method, Reading Comprehension.

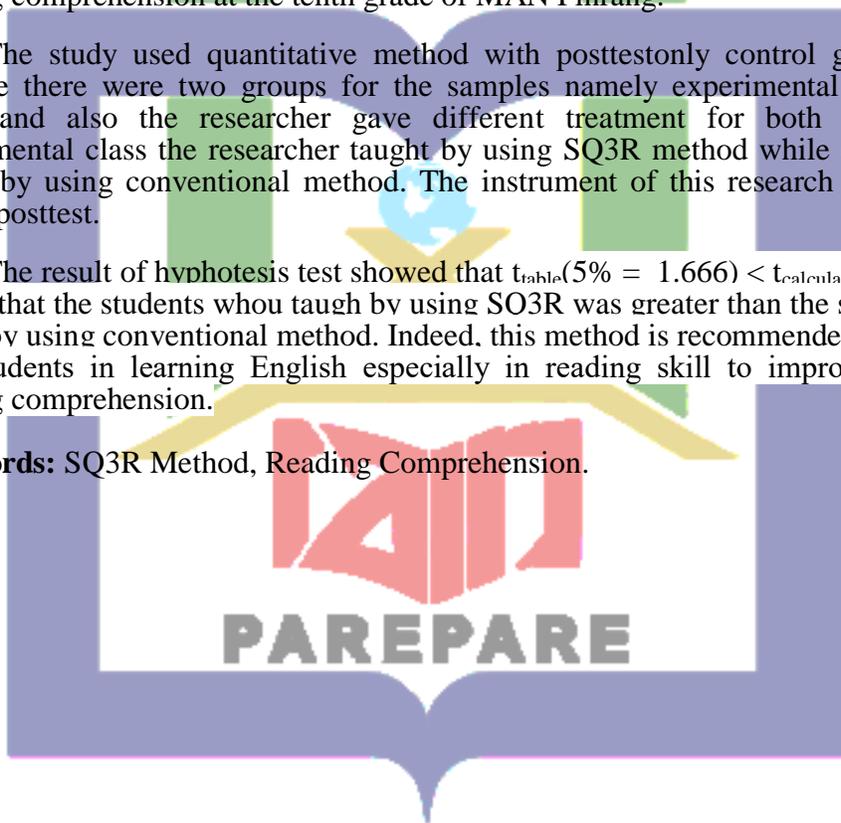


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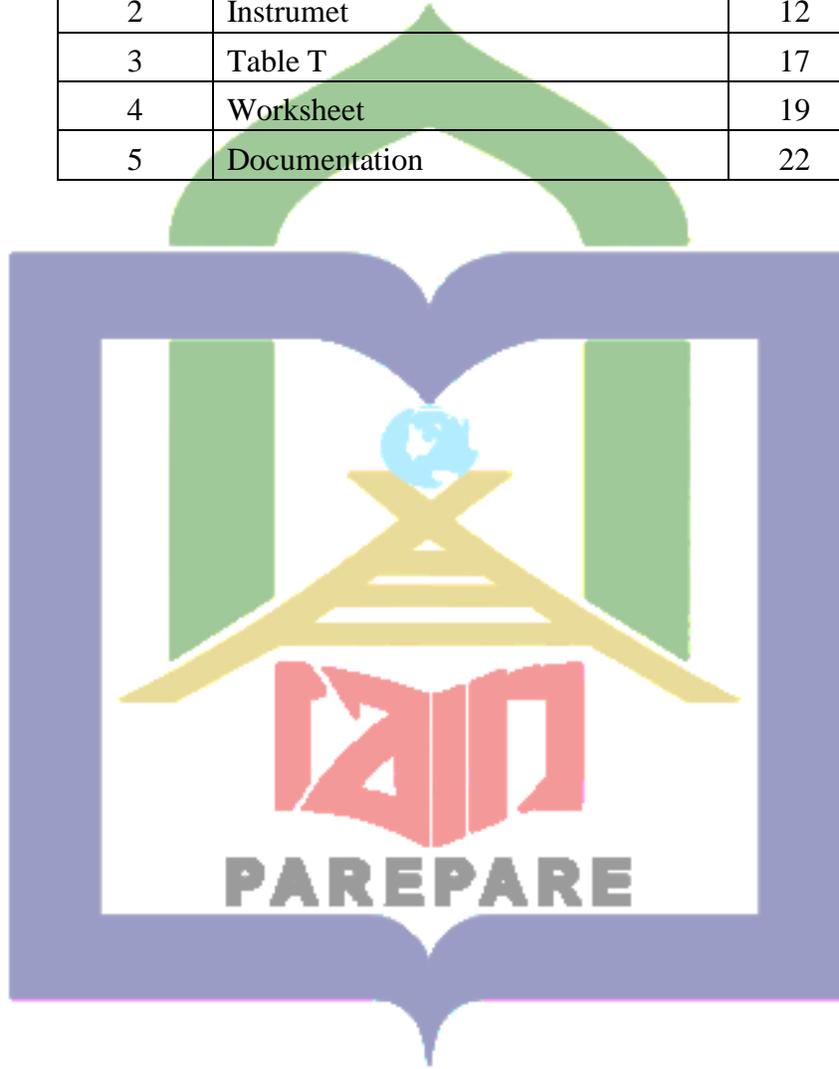
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CHAPTER I

INTRODUCTION

1.1 Background

Language is one of communication in human life which is very necessary to be mastered. English as an international language that has a very wide use in human life, in the field of economics, information technology, and education and become the language of communication used by every nation. Because of the fact that such, then the use of English is something that is significant in student's life.

There are four basic skills to be mastered by the English language, those are listening, speaking, reading, and writing. All of those skills are important to be developed by the students. The students are expected not only to understand about the form of English language, but also to be able to use English language in their daily life in formal and informal context.

Reading is one of four skills that has important role for the students. By reading the students could get many information and gain knowledge. The students who want to get or learn a knowledge which can be gotten by reading some books, newspaper, letters and many things. It can be said that reading comprehension is needed by the students.

Most of the materials given by the English teacher are presented in the written form, for example in form of handbooks or modules. Reading is a constantly developing skill. Like any skill, we get better at reading by practicing.¹ It means that to understand the material, the students must have the ability to comprehend the text. For this reason, the reading comprehension is needed. Reading comprehension is very

¹ Andrew P. Johnson, *Teaching Reading and Writing: A guide Book For Tutoring and Remediating Students*, (USA: A Division of Rowman and Littlefield Education, 2008),p. 4

important for students to get much information from a text. Reading comprehension is one of the important skills in mastering English.

In national final exam, reading comprehension is one of the skills tested. This indicates that reading comprehension has to be taught well. The English teacher should to pay attention to some factors that affect their students' competency in comprehending reading text and they have to find effective ways to solve those problems in order to make their students comprehend the meaning of the text.

There are many factors that determine the achievement of students' reading comprehension. The factors include a poor input, the English teacher, the materials; times consumed in teaching reading, technique and the teaching strategies that are used in teaching reading competency. This condition occurs in MAN Pinrang where students have difficulty in understanding english text.

Based on the researcher's initial observation at school, researcher found many problem in learning English. The students have the limitation of background knowledge, so they have lack of vocabulary. The students also have not motivation in learning English and the method that used by the teacher is still conventional.

To solve the problem above, it means that teacher must consider a method or technique that suitable for teaching in order to make the learning process become more effective. The method its self should be adjusted with the condition of the class and the ability of the students because every class has its condition itself, it also will determinate the method itself.

There are many methods which appear to have learners in mastering the language and help the teacher accomplish their instructional goals. In this study, the researcher will apply SQ3R method on students' reading comprehension skill at the

tenth grade of MAN Pinrang to ever come some students' difficulties in learning reading. The SQ3R method provides a process that makes the students remember the material easier, because the process of understanding the text occurs repeatedly.

Based on the problem above, the writer is going to conduct a research entitled "The Effect of Survey, Question, Read, Recite and Review method on students' reading comprehension at the tenth grade of MAN Pinrang".

1.2 Problem Statement

Based on the background above, the researcher formulated the problem statement into question form:

"Is there any significance effect on students' reading comprehension taught by using SQ3R method and without using SQ3R method?"

1.3 Objective of the Research

Based on the problem statement above, the researcher states the objective of the research:

"To find out the data about the significance effect students' reading comprehension taught by using SQ3R method and without using SQ3R method."

1.4 Significant of the Research

1.4.1 Teacher

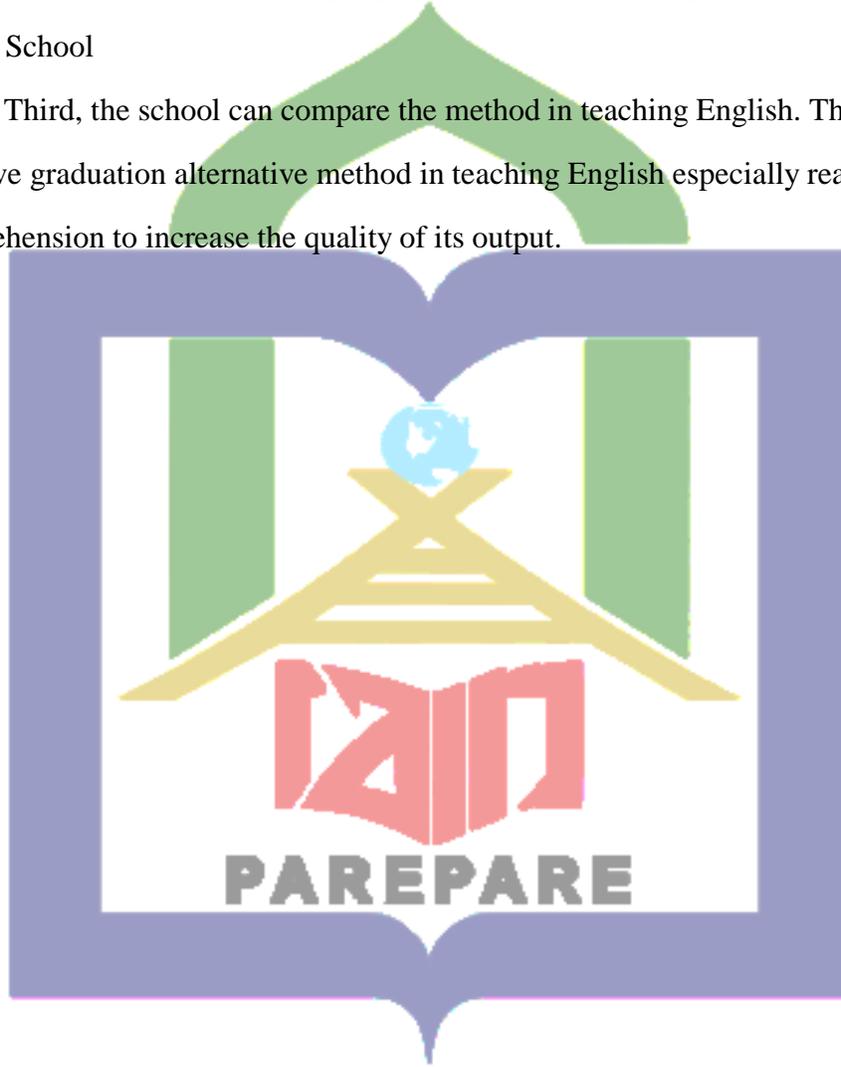
First, understanding the result of this study, the teacher will release that reading comprehension is most important in English. Because, by comprehending the text we can get any information from it. This research also give teacher a informatin about SQ3R method.

1.4.2 Students

Second, it can motivate students to study English. it can help the students to comprehend the text by using this technique. The students will get better learning syste and will release that reading coprehension is needed to get information.

1.4.3 School

Third, the school can compare the method in teaching English. This research will give graduation alternative method in teaching English especially reading comprehension to increase the quality of its output.



CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 Definition of Reading

Reading is one of the basic skills in English which is not simply translated word by word but need to be acquired during language course. Therefore, when the students learn to read, they should be able to comprehend the readings text during the process of reading. They are not only expected to read the text in good pronunciation or to find the meaning of each word within the text, but Reading is the process of acquiring meaning from text.²

According to Jennifer, reading is thinking and understanding and getting at the meaning behind the text.³ It means that reading is a process through which the reader to get a message from a text. As the process of beginning readers are invited to think about reading, to know the meaning that exist as a message to be delivered by the author, and understand the contents of the message so that the reader gets the sense from the text.

According to Moreillon simply defined reading as getting the meaning from the information which obtained visually.⁴ In this case, one interpretation and another could be divergent even though they tried to get meaning from the equal information, it is due to the variability of the point of view in human mind, therefore the purpose

² Karen Tankersley, *Threads of Reading*. (United States of America: Association for Supervision and Curriculum Development Alexandria, 2003), p.30.

³ Jennyfer Serravallo, *Teaching Reading In Small Group* (Porsmoth: Heinemann, 2010), P.43.

⁴ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: America Library Association, 2007), p.10

of one person and another to read could be the same, it is to get the meaning from the text, yet the interpretation they drawn from the text can be various.

According to Grabe, reading is the communication process between the reader and the writer.⁵ It can be said that reading is a interaction between reader and writer, because the text includes the information that the writer wanted to share to reader, and the reader tries to understand the text and get informatin from what was written by the writer. It is clear that reading is not passive skill, and the reader does not have passive role.

However, even though some experts defined reading in various ways: because as explained above that every human have their own point of view, yet they have main point, it is: reading is a process to get meaning from the printed material.

Based on the explanation above, the researcher assumed that reading is an activity to get the meaning of the text. By reading, the language users will get more information, knowledge, and science. To get the information from the text, the reader needs some process to understanding the text. Reading is an activity of communicating inderectly between the writer and the reader trought written material to gain information that involves two important parts of human bodies they are aye and brain. The eyes recognize the writer symbol while the brain process the written symbol to get the message and have intention to obtain knowledge from reading.

2.1.2 Reading Comprehension

Reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. In order to be readers, learners must take their ability to pronounce

⁵ William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, (new York: Cambridge University Press, 2009), p. 15.

words and to “read” pictures and then make the words and images mean something.⁶ Reading is complex activity. It is influenced by some factors. According to Alderson, “there are two main constellations of variables that influence reading. They were reader variables (consist of: knowledge, motivation, reason, strategies) and text variables”.⁷

Comprehension is a process of understanding text done by the reader to probe the information. Linda Jeffries and Beatrice S. Mikulecky stated that comprehension is making sense of what someone reads and connecting the ideas in the text to what he/she already knows. It means reader can answer question or explaining text because they have comprehension with connecting each idea in the text.⁸

Reading comprehension is a complex task that draws on a range of skills and processes.⁹ According to the Rand Corporation, reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text and the activity or purpose for reading”.¹⁰ So, it can be concluded that reading comprehension is a process reader on reading activities to understand the word of the text.

⁶Moreillon Judy, *Collaborative Strategies for Teaching Reading Comprehension. Maximizing Your Impact.* (Chicago: American Library Association, 2007), p. 10.

⁷J. Charles Alderson. *Assessing Reading*, (United Kingdom: Cambridge University Press, 2000), p.32.

⁸Linda Jeffries, Beatrice S. Mikulecky, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skill, Reading Faster.*(United States of America: Pearson Education, 2007), p. 74.

⁹Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies.* (New Jersey: Lawrence Erlbaum Associates, 2007), p. 63.

¹⁰Karen Tankersley, *Literacy Strategies for Grades 4-12: Reinforcing The Threads Of Reading*, ((Alexandria, Virginia USA: association for supervision and curriculum Development (ASCD), 2005), p. 108.

From those point of view above, it can be concluded that reading comprehension what has been read. It is an active thinking process that depends not only on comprehension skill but also the students experiences and prior knowledge comprehension involves understanding the vocabulary, seeing the relationship among word and concept, organizing ideas, recognizing authors, making judgement, and evaluating.

Reading comprehension is important because if the students do not understand what they have read than they cannot catch the idea. Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text in influenced by their traits and skill, one of which is the ability to make inferences.

2.1.3 Factors That Involved in Reading Comprehension

Comprehension is a process, not a product. Reader filter understanding through the lens of their motivation, knowledge, cognitive abilities, and experiences. Effective readers have prpose for reading, and use their background knowledge and experience to relate to the text. the following that important factors that influence reading comprehension such as:¹¹

2.1.3.1 Command of the linguistic structure of the text

Readers need to know how to decode text quickly and easily so that cognitive energy is not drained from the task of drawing meaning from the text. when reader are familiar with the genre and style in which the text is written, they are better able to comprehend the text. knowing such characteristic help the readers to anticipate what will come next in the text.

¹¹ Karen Tankersley, *Literacy Strategies for Grade 4-12: Reinforcing The Threads of Reading*, (United States of America: ASCD 2005), P. 108.

2.1.3.2 Adequate vocabulary in the content

A good vocabulary enables readers to process words automatically while reading. Because we can hold no more than seven items in short term memory at any one time, readers must decode words rapidly. When readers stop frequently to determine the meaning of a word or how it fits into the context of a passage, comprehension suffers.

2.1.3.3 Degree of metacognitive control of the text

Readers must know how to self-monitor and reflect on their level of understanding during the act of reading. They must be able to “listen to” what the words say while they read, monitor comprehension so that they know when it has been lost, and have fix-up strategies ready for use when necessary. Many struggling readers simply give up when they don’t understand the text because they don’t have strategies in place.

2.1.3.4 Adequate domain knowledge

The background knowledge makes a difference in how well the readers understand the material. Those who possess extensive knowledge on a topic prior to reading about it are able to understand and recall more of the important information from a text than those with less knowledge. When the students do not have the appropriate background knowledge, teachers must take time to provide experiences or help establish background information prior to asking students to process text.

Based on the explanation above, the researcher concluded there are some factors that involve in reading comprehension. The readers should be able to balance all the factors involved in reading comprehension, so the reader can understand the text well.

2.1.4 Teaching Reading

Teaching is a complex process it does not only give the information but also transfer the knowledge and skill from the teacher to students. According to H. Douglas Brown, teaching can be defined as “ showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understanding”.¹² There are many activities that can be done especially when the process of teaching and learning in the classroom.

According to David Nunan, teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.¹³ Once they have learned how to read in one language, they do not learn how to read again in a second/foreign language, but rather they learn how to transfer skills that they have already learned to the new reading context in a new language. There are eight principles for teaching reading, they are:

2.1.4.1 Exploit the reader’s background knowledge

A reader’s background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one’s first language works, knowledge of how the second language works, and cultural background and knowledge.

¹² H. Douglas Brown, *Principle of Language Learning and Teaching*, (New York: Addison Wesley Longman, inc, 2000), p. 7.

¹³ David Nunan, *Practical English Language Teaching*, (New York: MCGraw-Hill, 2003), p. 68.

2.1.4.2 Build a strong vocabulary base

Recent research emphasized the importance of vocabulary to successful reading. As David Nunan have developed his pilosophy of the role of vocabulary in reading instruction, he have decided that basic vocabulary should be explicitly taught and readers should be thaugt to use context to effectively guess the meanings of less frequent vocabulary.

2.1.4.3 Teach of comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to succesful reading.

2.1.5 SQ3R Method

2.1.5.1 Teaching Reading Comprehension Using SQ3R Method

SQ3R is one of the reading methods that can help the teacher to students' problem in understanding English text. SQ3R is the short of Survey, Question, Reading, Recite, and Review. As its name, there are five steps that the students need to go through orderly in using this method, those are; surveying, questioning, reading, reciting, and reviewing.

According to Congo, SQ3R is a mrthod to fight the textbook assigment which had been worked for many learners.¹⁴ It means that SQ3R is very useful for students in learning textbook material that has many titles and subtitles which often causes confusion for students, as a result they forget what they read. Students may find difficulty in doing this method, because it will take more time than just reading, but if

¹⁴ Dennis Congo, *SQ3R: Textbook Study System*, (Massachussets: Worcester Polytechnic Institute), p. 1.

the students do this method as a routine habit of reading textbook, that will be easy, and their skills will improve.

The SQ3R method can be applied for any level of reader with the exception; the procedure is given accordingly. For instance, the early elementary level student can also use SQ3R method as their reading method only given until 'recite' step. Teacher can introduce the SQ3R method to the students by asking them to survey the material they are going to read, make questions based on what they have surveyed, read the text to answer the question they have created, and recite or write the answer of the questions based on what they have read. When the students enter to the higher grade in which they start to read longer and complex passage, all of the steps in SQ3R can be applied.

Kwantlen counseling services stated that SQ3R method can make students textbook understanding activities that are not easy work to do become easier and more interesting.¹⁵ There are several steps that students need to take in carrying out the SQ3R method that directs students to be actively involved in the reading process. For example in the question step students are required to predict or imagine what information will appear next, and that will increase students' curiosity and interest in the reading process.

Based on the explanation above, the researcher concludes that SQ3R which stands for survey, question, reading, recite, review, is a method to improve reading comprehension by doing five steps that must be followed by order. This method is suitable for reading textbook assignment, but can also be used for other sections with customized procedure and this method can be used for every level of students.

¹⁵ Frasel L. And University of Illinois Website, *The Reading Method*, (Kwantlen University College, 2002), p.1.

2.1.5.2 Procedure of teaching reading comprehension using SQ3R

There five steps have significant role in improving students' reading comprehension which must be followed by order. Below are the descriptions of each step in SQ3R method:

2.1.5.2.1 Step 1

Surveying the material to be read prepares the processing system for what is coming. It defines the nature of the uncertainty and provides essential information required to know if the incoming data will result in formation of new cognitive categories or expansion of existing ones. If the processing system "knows" what to expect in advance, it can deal with the information in a much more efficient manner than if the new information is injected into the system with no forewarning.¹⁶ This step demands the students to glance over the material they are going to read so they can illustrate about what is the text will be discussed. This helps the students to know the basic knowledge of the material which makes reading activity become more efficient. Moreover, by doing this step, students can also be helped to understand the writer's writing format and what is he/she tried to convey in the text.

2.1.5.2.2 Step 2

As the students already finished on surveying the text, the next step that the students have to do is formulating some questions that they are going to find the answer in reading step. This step is arouse learners' curiosity, and help them to understand the section quickly, psychologist advice to turn the first heading into a question, then try to find answers. This step can solve the student problem in which they do not have specific purposes on reading, because by doing this step students

¹⁶ Dolores Fadness Tadlock, *SQ3R: Why it Works, Based on an Information Processing Theory of Learning*, (Wiley on behalf of the Internationnal Reading Association, 2014), p. 111.

can be more focused on reading the material due to the aimed material from the questions they made from the questioning step.

2.1.5.2.3 Step 3

The next step that the students have to do afterward is reading. In this step, the students will read the passage to answer the questions they made before. It is different with the reading activity that the students habitually did in the past; in this step, the students will read the text purposefully due to the aimed questions they already have in their mind.

2.1.5.2.4 Step 4

Reciting is the next step after reading section. To improve comprehension and longterm retention, students should immediately reflect on what they have read by looking away from material, or closing away their eyes while answering the question. In this step, the students who already finish in reading the material will respond to the questions they had been made in the previous section by writing the answer of the questions completely, and clearly.

2.1.5.2.5 Step 5

And the last step after all the four steps have been done by the students is reviewing. In this step, the students will review the proceeding materials and surveying it rapidly to make sure that they already comprehend the material and whether they have been answered the questions completely and clearly, if they feel the questions have not been answered completely and clearly, they can write the complete and clear answer directly.

Based on the explanation above, the SQ3R method is a good method for reading longer passages which have a lot of information to be studied. However, in

order to carry out this method successfully, the students should have the ability for understanding the text structure and taking the main idea of the text, without such ability, the use of SQ3R would be unsuccessful. Moreover, beyond the students' Ability to understand the text structure and taking main idea, the teacher should also introduce, explain, and illustrate the SQ3R method clearly in order to make the students completely understanding this method".

2.2 Previous Related Research Finding

In this graduating paper, the researcher takes the previous research was written by Luluk Anjawati, Suci Nurmiasih, and Sri Rahayu.

First, Luluk Anjawati has reported entitle "Using SQ3R to Improve Reading Ability of the Second Semester Students' of PGMI Department at STAI Diponegoro Tulungagung" The result of implementing the SQ3R method, in survey step; students can identify the unfamiliar words. Students can identify explicit information in question steps; in reading, recite and review steps students can identify explicit main idea and supporting details. From the steps it can be concluded that the method of SQ3R is very effective for teaching reading in tertiary level of second semester students at Islamic Studies Elementary Teacher Education (PGMI).¹⁷

Second, Suci Nurmiasih stated in her thesis about "The effectiveness of SQ3R method on students' reading achievmenet to the eight graders AT MTS MIFTAHUL 'ULA (MTsM) NGLAWAK KERTOSONO" Based on statistical computation using T-test shows that the value is 10.254 and the T-table is 1.725. It means that the T-test

¹⁷ Luluk Anjawati, Using SQ3R to Improve Reading Ability of the Second Semester Students' of PGMI Department at STAI Diponegoro Tulungagung (thesis, Engliish Program : Diponegoro 2012).

higher than T-table. So, there were any significant difference score before and after being taught by using SQ3R method on students reading achievement.¹⁸

Third, Sri Rahayu stated in her thesis entitled “The correlation between SQ3R method and reading comprehension at the second year students of junior high school 3 Pangkalan Kuras Distric Pelalawan Regency” this research investigates the question of whether there is systematic relationship of SQ3R method and reading comprehension. There are two variables in this research; independent and dependent variables. The independent variable is SQ3R method which is labeld as “X” and dependent variable is reading comprehension which is labeld as “Y”. The score of correlation coefficient 0,381 >0,349 in significant standard 5% and 0,463 in significant standard 1% (that Ho is accepted and Ha is rejected which indicates that there is no significant correlation between SQ3R method and reading comprehension.¹⁹

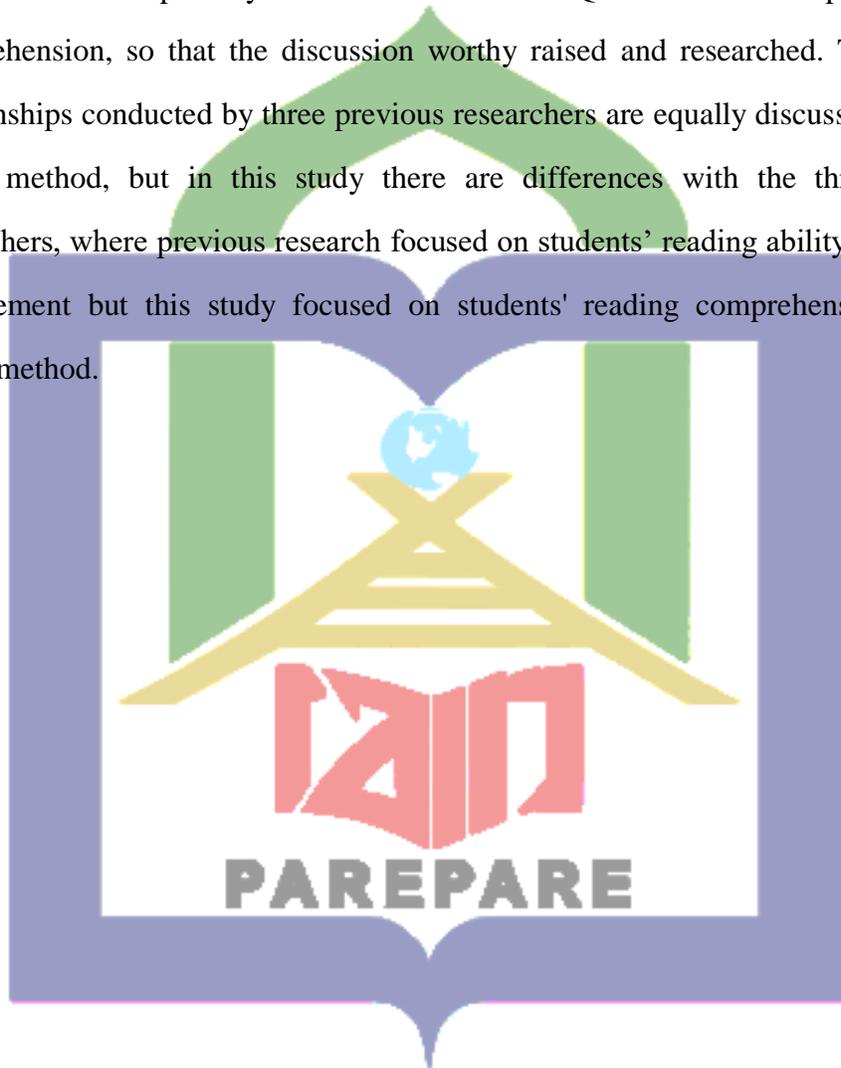
Fourth, Adhitiya Rachman Prasutiyo stated in his thesis about “Improving The Eighth Grade Students’ Reading Skill Through Sq3r Method In Smpn 1 Jogonalan In The Academic Year 2013/2014” the researcher found that SQ3R method could improve the students’ reading skill. Furthermore, it could improve the students’ interaction between the teacher and the students. The use of SQ3R method could also improve the students’ confidence. However, SQ3R method could not really improve the students’ motivation. That was why the researcher felt that he had

¹⁸ Suci Nurmiasih, *The Effectivness Of SQ3R Method On Students’ Reading Achievmenet To The Eight Graders AT MTS MIFTAHUL ‘ULA (MTsM) NGLAWAK KERTOSONO* (thesis, English Program : Tulungagung 2012) , p. 58.

¹⁹Sri Rahayu, “The Correlation Between SQ3R Method and Reading Comprehension at The Second Year Students Of Junior High School 3 Pangkalan Kuras Distric Pelalawan Regency” (thesis, English Program : Riau 2012).

to add some accompanying actions in Cycle II. Shortly, the use of SQ3R method is shown to have improved the students' reading skill.²⁰

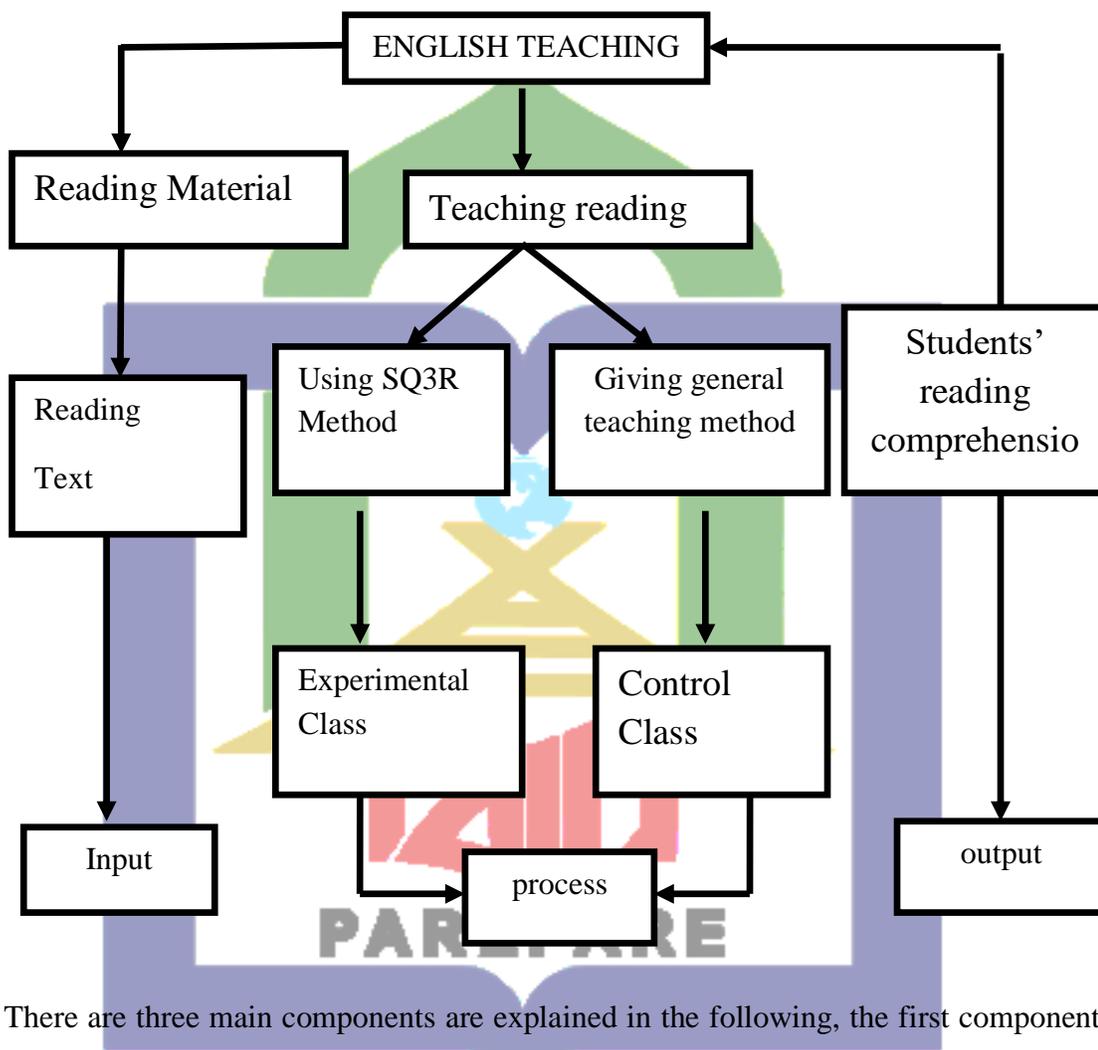
Departing from the three result of research that have been done before, there is no discussion especially about the use of the SQ3R method to improve reading comprehension, so that the discussion worthy raised and researched. The research relationships conducted by three previous researchers are equally discussed about the SQ3R method, but in this study there are differences with the three previous researchers, where previous research focused on students' reading ability and reading achievement but this study focused on students' reading comprehension through SQ3R method.



²⁰Adhitiya Rachman Prasutiyo, "Improving The Eighth Grade Students' Reading Skill Through Sq3r Method In Smpn 1 Jogonalan In The Academic Year Of 2013/2014" (thesis, English Program: Yogyakarta 2014).

2.3 Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram:



There are three main components are explained in the following, the first component is *input* explain it to apply some materials about SQ3R method. The second component is a process it refers reading text materials through SQ3R method. The last component is *output* it refers to the students' reading comprehension.

2.4 Hypothesis

Hypothesis is a temporary answer to the research question.²¹ The researcher used the comparative hypothesis in his research. The comparative hypothesis is a perhypothesis formulated to provide answers to the problems that are distinguish or compare between one with other data. Based on the previous related literature, the researcher would like to propose the hypothesis as follow:

H_1 : There is significant effect of SQ3R Method on students' reading comprehension of tenth grade of MAN Pinrang

H_0 : There is no significant effect of SQ3R Method on students' reading comprehension of tenth grade of MAN Pinrang

statistical hypothesis:

$H_0: \mu_1 \leq \mu_2$

$H_1: \mu_1 > \mu_2$

Where:

μ_1 = average students' reading comprehension of experimental class

μ_2 = average students' reading comprehension of control class.

2.5 Variables and Their Operational Definition

2.5.1 Independent variable (SQ3R Method)

SQ3R method is the method that helps students to write question from the text, rewrite the information by their own words, and write a report or a summary about the text and help them to enrich their vocabularies.

²¹ Juliansyah,. *Metodologi Penelitian: Skripsi, Thesis, Disertasi dan Karya Ilmiah*. (Jakarta: Prenadamedia group. 2011). P.79.

2.5.2 Dependent variable (Students' Reading Comprehension)

Student's reading comprehension is the understanding that students gain through the thought process of thinking where a teacher provides direction and instruction to students with the aim of students being able to achieve learning objectives according to criteria. This implies that the object being assessed is the learning outcome of the learners. Learning outcome of learners are basically behavioral changes, behavior as a result or learning in a broad sense covering the fields of cognitive, affective, and psychomotor.

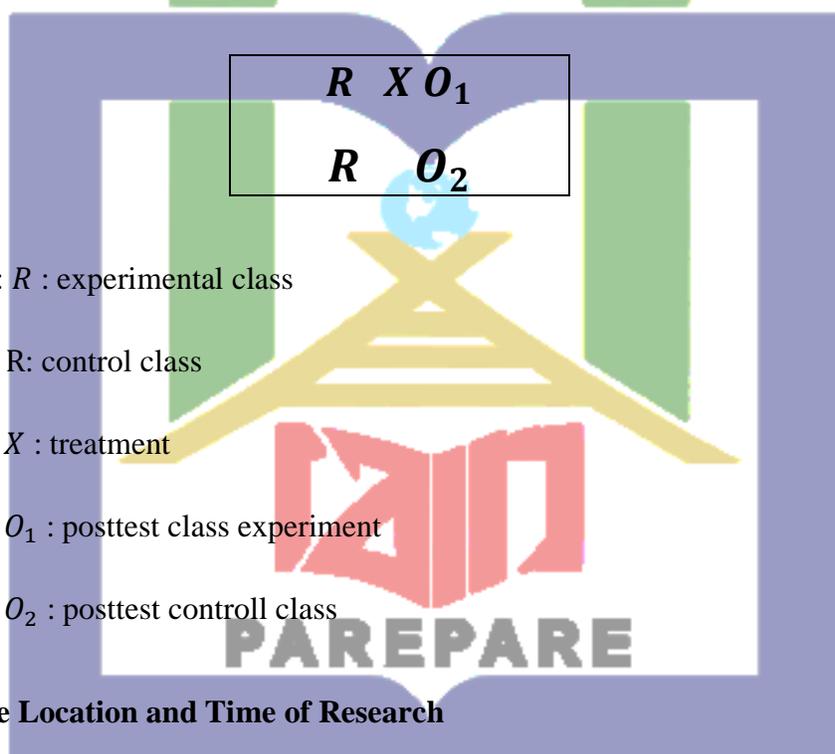


CHAPTER III

THE METHOD OF THE RESEARCH

3.1 The Research Design

In this research, the researcher conducted quantitative researcher by using Survey, Question, Read, Recite, Review (SQ3R) in learning reading. Basically this resesarch is kind of tru-experiment design with a posttest-only control group design.. This is presented as follows:



Where: R : experimental class

R : control class

X : treatment

O_1 : posttest class experiment

O_2 : posttest controll class

3.2 The Location and Time of Research

This research is done in the class of the the tenth grade of MAN Pinrang in the academic year of 2018/2019. This school is located at Pinrang, South Sulawesi. The researcher researched about one month.

3.3 The Population and Sample of Research

3.3.1 Population

Sugiono states that a population is a set or collection of all elements possessing one more attributes of interest.²² The population of this research is the the tenth grade of MAN Pinrang in academic year of 2018/2019.

Table 3.1 The Distribution of Population of MAN Pinrang

Class	Male	Female	Total
X / 1	19	18	37
X / 2	14	22	36
X / 3	13	25	38
X / 4	13	17	30
X / 5	15	21	36
X / 6	13	17	30
X / 7	13	23	36
X / 8	16	20	36
Total	113	127	240

Source: document of MAN Pinrang

3.3.2 Sample

Sample is part of population, as the representative that has been taken by using certain technique. In choosing the sample for the research, the researcher used stratified random sampling. Because the reseacher random the class of the populaiton. The result of the determination of the sample by stratified random sampling technique is decided into two classes.

²²Sugiono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, R&D*, (Bandung:Alfaheria. 2010).P. 115

Table 3.2 The Distribution of Sampling Data of Students' MAN Pinrang

Class	Male	Female	Total
X / 2 (Expeiment Class)	14	22	36
X / 8 (Control Clas)	16	20	36
TOTAL	30	42	72

Source: document of MAN Pinrang

3.4 Techniques of Collecting Data

In collecting data, the researcher used one technique. The test is a set of stimuli given to someone with the intention to get answers that can be used as a basis for determining the score of numbers.²³ Testing one of the way in which information about people language ability can be gathered. The test was distributed to measure the students' reading comprehension of the text.

3.5 Technique of Analysis Data

The data collected through the test was analyzed quantitatively. This quantitative analysis employed statically calculation to the test the hypothesis. It was called paired sample t-test. Some formulas were applied in this research to process the data as follows:

3.5.1 Finding out the mean score of post-test by using the following formula:

$$\bar{X} = \frac{\sum x}{n}$$

²³ Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2004), p. 170.

Where:

\bar{X} = Mean score

$\sum x$ = The sum of all score

N = The number of students²⁴

3.5.2 Classifying the score of the students into the following criteria:

Table 3.3 Classification the Students' Score

No.	Classification	Scale
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	0-40 ²⁵

3.5.3 Finding out the significant different between pre-test and post-test by calculating the value of t-test by using the following formula:

$$t - test = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

\bar{X}_2 : the mean of controll class

S_1^2 : the value of the sample₁ variant

²⁴ Punaji Setyosari, M. Ed, *Methodologi Penelitian Pendidikan dan Pengembangan* (Jakarta: Prenada Media Group, 2010), p. 212.

²⁵ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, EdisiRevisi* (Jakarta: PT. Bumi Aksara, 2005), p.245. (Catatan: Edisi Pertama Buku iniTerbit pada 2001).

S_2^2 : the value of the sample₂ variant

n_1 : Number of samples 1

n_2 : Number of samples 2

3.5.4 The criteria of testing hypothesis:

H_0 is accepted if $t_e \leq t_a$, it means H_1 is rejected

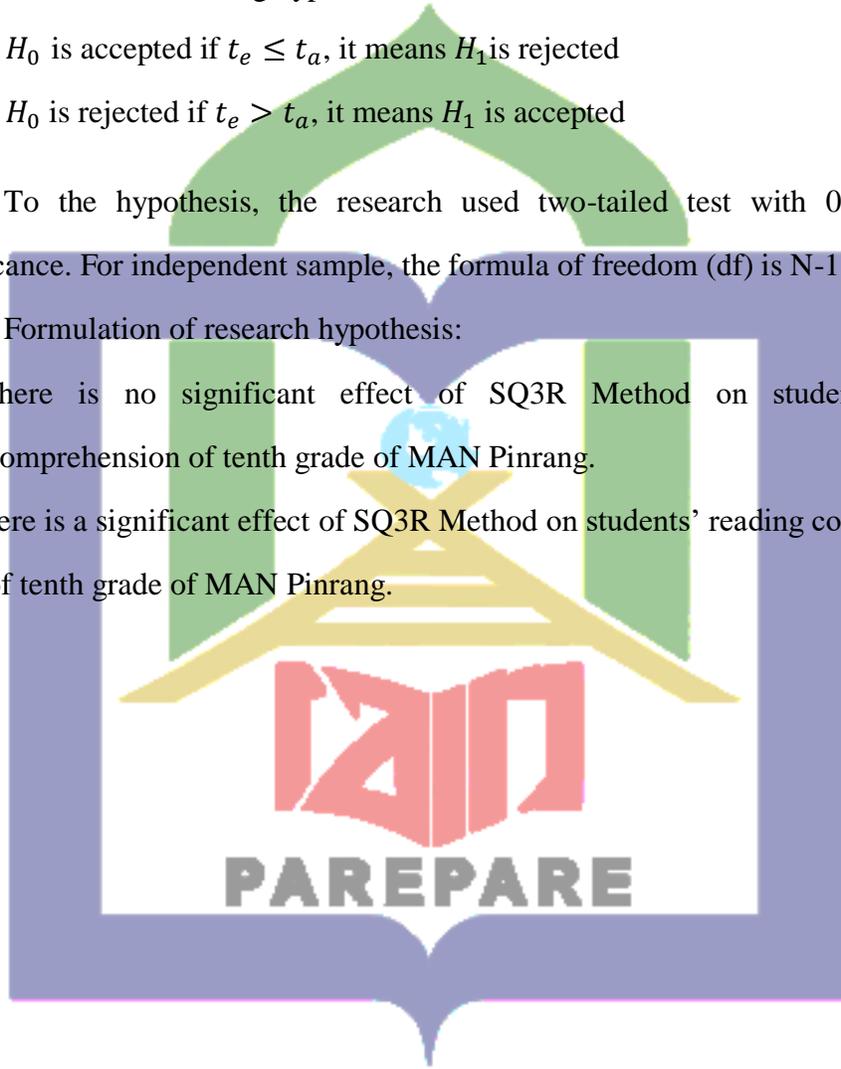
H_0 is rejected if $t_e > t_a$, it means H_1 is accepted

To the hypothesis, the research used two-tailed test with 0,05 level of significance. For independent sample, the formula of freedom (df) is N-1

Formulation of research hypothesis:

H_0 : There is no significant effect of SQ3R Method on students' reading comprehension of tenth grade of MAN Pinrang.

H_1 : There is a significant effect of SQ3R Method on students' reading comprehension of tenth grade of MAN Pinrang.



CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with two sections, namely the findings of research and the discussion of the research. The finding of the research covers the description of the result of data collected through test that can be discussed in the section below.

4.1 Finding of the Research

This study was conducted in MAN Pinrang with the aim to know the effect of survey, question, read, recite, and review (SQ3R) in students' reading comprehension At the tenth grade of man pinrang. The population of this research was the tenth grade of MAN Pinrang.. the researcher use two classes as the sample consist of 36 students of class X/2 as the experimtel class and 36 students of X/8 class as the control class. The experimental used SQ3R method and the control class used konvensional method.

4.1.1 The significant effect of using SQ3R strategy in students' reading comprehension

The learning outcomes achieved by students of class VIII are through the posttestthat was given as follows:

Table 4.1 Data Result of Posttest of Student of Class X

NO	NAME/X/8 Control class	POST TEST	NAME/X/2 Experiment class	POST TEST
1	Ade Muh. Fadli	40	Aiman	50
2	Ahmad Nur	40	Al Munawara	50

3	Alya Safitri Jawarra	45	Ananda Tasya Maharani	55
4	Andi Agung Priyatna	45	Andi Muhammad Akral	55
5	Andika	45	Andika	60
6	Anggriani Burhan	50	Ayu. S	60
7	Ayu Saputri	50	Bimas Al Asqar	60
8	Heriel Maftuh	55	Fajri	60
9	Heril Aprisal	55	Farida Jalil	60
10	Ilham	55	Finda	65
11	Intang	55	Hermayanti	65
12	Irman	55	Jumarni	65
13	Jumria	55	Khaerunnisa	70
14	Karmila	60	Lisdayanti. J	70
15	M. Adi Alimuddin	60	Muh. Akbar	70
16	Muh. Rizal	60	Muh. Fajri	70
17	Muhajira Sabar	60	Muhammad Asrul	70
18	Nasdar	60	Muhammad Sunil Hamzah	75
19	Nur Afni	60	Mujiratul Husna	75
20	Nur Syafirah	60	Multazam	75
21	Nur Alisa	60	Mutmainna Badawi	75
22	Nurtasyah	60	Nur Afni	75
23	Nurul Azhima	65	Nur Aiman	80
24	Nurul Faqhirah	65	Nur Asyifa	80
25	Rahmat	65	Nur Madinah	80
26	Rini Ridwan	70	Nurul Inayah	80
27	Risdayanti Dewi	70	Nurul Nadiah	80
28	Riyan Bin Mansyur	70	Siti Nur Halisah	80
29	Sri Handayani	70	Sitti Aisyah Abdullah	80
30	Syamsul	70	Sofyan	85

31	Zelyana Putri	70	Sri Wahyuni	85
32	Inda Suharlin	75	Wiranto	85
33	Nurmadina	75	Sukmawati Abbas	90
34	Wahyudi	80	Syahrial Azmi	90
35	Muh. Ikhsan Achsanul	80	Yunita Amalia	90
36	Hendrik Maulana	80	Zulfika	90

4.1.1.1 Analysis Data

In data analysis, the researcher shows the students' result in post-test. It is intended to determine the students' reading comprehension by using SQ3R method between experiment class and control class. Based on the data above, the research analyzed the posttest result to find out the significant effect of SQ3R method. Data analysis of the research results include:

4.1.1.1.1 The result of experiment class

1. Mean and median score of post-test

Mean is the average value obtained from the sum of all values from data, then divided by the amount of data available. The median is the mean value of a data distribution. The first step to find the median is to sort the data from the smallest to the largest, then the median of the data is calculated using the formula. The formula used to find the mean and median of a data is in appendix 3.

Table 4.2 The Mean and Standar Deviaton of Experiment Class

Mean	Standar deviaton
72.36	11.61

3. The Percentage of Posttest Result of experiment class

Table 4.3 The Rate Percentage of Frequency Posttest Score of Experiment Class

No.	Classification	Score	Frequency	Percentage
1.	very Good	80 – 100	14	38.88%
2.	Good	66 – 79	10	27.77%
3.	Fair	56 – 65	8	22.22%
4.	Poor	40 – 55	4	11.11%
5.	very Poor	≤ 39	0	0%
Total			36	100%

The table above shows that there are 14 (38.88%) out of 36 students got very good classification. There are 10 (27.77%) out of 36 students got good classification. There are 8 (22.22%) out of 36 students got fair classification. There are 4 (11.11%) out of 36 students got poor classification. There are 0 (0%) out of 36 students got very poor classification. Based on the table above, showed that the rate frequency and percentage of the students' score in reading test was good and most of them got very good score.

Students who scored 80-100 were included in the very good category. The total number of students who received the very good category was fourteen people. There were 7 students who scored 80, which students answered 16 questions correctly out of the 20 posttest questions given. Three students scored 85, which students answered seventeen questions correctly. Four students got a score of 90, which students answered eighteen questions correctly.

Students who score 66-79 were included in the good category. There was ten students who fall into that category. There was five students who scored 75, where

the questions correctly answered were fifteen questions from twenty questions. There were also five students who got a score 70, which the questions answered correctly were fifteen numbers.

Students who got a score of 55-65 were included in the fair category. There was eight students who fall into this category. There was three students who got a value of 65 which the questions answered correctly were thirteen numbers. There was a number of students who got a score of 60 which the questions answered correctly are 12 numbers.

Students who scored 40-55 were included in the poor category. The total number of students who received poor category was four people who got a score of 55 which the questions answered correctly were eleven questions from the twenty questions given. There were no students who scored below 55 or ≤ 39 which included in very poor category.

Based on the explanation above it can be concluded that most of the students got grades 66-100. This showed that these students could understand well the questions that had been given and also understood well the lessons that researchers had given during this one month. Students who scored below 66 indicated that they did not understand the contents of the questions and it could be said that they also did not understand the lessons given. That can be a learning for researchers to be better in the future in terms of teaching lessons to students.

4.1.1.1.2 The result of control class

1. Mean and median score of post-test

Not only the experiment class but also the control class is calculated to find out the data from control class to distinguish the result of the experiment class and control class. It is showed in appendix 3.

Table 4.4 The Mean and Stadar deviation of Control Class

Mean	Stadar deviation
60.83	10.85

3. The Percentage of Posttest Result of Control class

Figure 4.5 The Rate Percentage of Frequency Posttest Score of Control Class

	Classification	Score	frequency	percentage
	Very Good	80 – 100	3	8.33%
	Good	66 – 79	8	22.22%
	Fair	56 – 65	12	33.33%
	Poor	40 – 55	13	36.11%
	Very Poor	≤ 39	0	0%
	Total		36	100%

The table above shows that there are 3 (8.33%) out of 36 students got very good classification. There are 8 (22.22%) out of 36 students got good classification. There are 12 (33.33%) out of 36 students got fair classification. There are 13 (36.11%) out of 36 students got poor classification. There are 0 (0%) out of 36 students got very poor classification. Based on the table above, showed that the rate frequency and percentage of the students' score in reading test were still low and most of them got good, fair and poor score.

Students who scored 80-100 were included in the very good category. The total number of students who received the very good category was three people.

There were 3 students who scored 80, which students answered 16 questions correctly out of the 20 posttest questions given.

Students who score 66-79 were included in the good category. There was eight students who fall into that category. There was two students who scored 75, where the questions correctly answered were fifteen questions from twenty questions. There were also six students who got a score 70, which the questions answered correctly were fifteen numbers.

Students who got a score of 56-65 were included in the fair category. There was twelve students who fall into this category. There was three students who got a value of 65 which the questions answered correctly were thirteen numbers. There was nine students who got a score of 60 which the questions answered correctly are 12 numbers.

Students who scored 40-55 were included in the poor category. The total number of students who received poor category was 13 students . there was six who got a score of 55 which the questions answered correctly were eleven questions from the twenty questions given. There was two students who got score of 50 which the question answered correctly were 10 numbers. There was three students who got score of 45 which the question answered correctly were 9 numbers. There was two students who got score of 40 which the question answered correctly were 8 numbers.

Based on the explanation above, it can be seen that there was so many students who got fair and poor category using conventional method in teaching reading comprehension. There was aonly a few students who got very good and good

category. The researcher conclude that using SQ3R method in teaching reading comprehension was better than conventional method.

4.1.1.11.3 hypothesis testing

Based on the calculation in appendix 3, the data showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' posttest of experimental class and control class. Having analyzed the data of posttest between experiment class and control class ny using t-test formula, the result showed that t-test value (4.629). To determine the level of significance the difference should be used t table contained in table t values. Before looking at t_{table} , first must be determined the degree of freedom (db) with the formula $n_1 + n_2 - 2 = 70$ on this value can be written $t_{table}(5\% = 1.666) < t_{calculate} (4.629)$, it means that the students whou taught by using SQ3R was greater than the students who taught by using conventional method.

To find out how big the effect from learning strategy of SQ3R to learning comprehension result of student class X MAN PINRANG can be calculated by using the following formula:

Based on the above calculation in appedix 3 can be concluded that the effect of SQ3R method on reading comprehension in grade X MAN Pinrang is 18.95%.

4.2 Discussion and interpretation

4.2.1 The way of implementing the SQ3R method in teaching reading

In implementing this strategy, the researcher took some meetings to conduct this research at the tenth grade of MAN Pinrang. There was six meetings for doing

this research. First meeting was introduction, four meetings for treatment and last meeting for giving posttest.

The first meeting was July 15, 2019. The researcher explained to students about SQ3R and how the SQ3R step is. The researcher also gave the students some motivation and explain how important English language for their future. After listening the explanation from the researcher, the students got very enthusiastic in next meeting. This is because teachers have never used this strategy in teaching reading comprehension

The second meeting was July 16, 2019. The researcher gave the reading text to students, than asked them to identify the text and to activate their pre understanding about the text. After that, the students was asked to make some question that they will answer later after they read the full text. Next the researcher asked the student to read carefully the text and answer the question that they made before. Next, the students was asked to make a summary about the text and the researcher choosed some students to read their summary in front of the class. The researcher directed the students to pay attention to the reading text, than asked them some question about the text to make sure that they really understand the material.

The third meeting was July 22, 2019. The researcher used the same method with a different topic from the previous meeting. In this meeting the researcher divided students into groups to do the reading text assignments from the material provided. This meeting students were asked to discuss with their group friends to answer the questions given by researchers. At this meeting, only a few of them

understood about the method used by researchers. In this meeting students who understood the use of this method experienced an increase from the previous meeting.

The fourth meeting was July 29, 2019. In this meeting the researcher also used the same method and different topics. At this meeting, researcher no longer divided students into groups like the two previous meetings. However, researcher asked students to work on problems individually to see individual students' abilities. Half of the students already understood about using this method.

The fifth meeting was August 05, 2019. At this meeting the researcher used the same method with different topics. In this meeting students are also given questions and answered individually. In the second and third meetings the researcher asked students to answer questions in groups because the researcher wanted to see the ability of cooperation and communication skills of students as a group. But in the fourth and fifth meetings students were asked to work on individual problems so that researchers could see their ability to understand their English texts individually.

The last meeting was August 12, 2019. Researchers provide post-test to students. Before being given a test, researchers make students to focus and give a little repetition of previous learning. It's purpose to know whether this treatment affected students' reading comprehension. The researcher gave the same posttest for the two classes.

From the first meeting to the last meeting, researcher could conclude that students were very enthusiastic during the learning process and they also really enjoyed reading comprehension learning. This is because the survey step affected students' initial understanding of the text to be read. Students could also understand

what type of text is read and understand the structure of the text, so students have an initial understanding of a text. The question step influenced students' curiosity about the text to be read. At this step students can have a goal of why they read the text. This step makes students more enthusiastic in reading because they have a reason or have their own questions about the text to be read.

4.2.2 The effect of SQ3R method on students' reading comprehension

Based on the result of the t-test calculation above, there are significant differences between students taught using SQ3R method and students taught using conventional method. Where the value of $t\text{-test} = 4.629 < t_{\text{table}}$ is 1.666 at 5% significant of degree. It can be concluded that there was a significant difference between the control class and experimental class, so the SQ3R method affected the students' reading comprehension at tenth grade of MAN Pinrang. The design of this research was true experimental design which kind is post-test only control group design. The calculation of this research based on the result of post-test. Post-test was given to students after treatment using this method. The researcher took two classes as experiment class and control class.

The SQ3R method (survey, question, read, recite and review) was applied in the experimental class while the control class used the conventional method. In this study there were differences in student learning outcomes between the experimental class and the control class. This can be seen based on the average posttest score between the two classes where the average value of the experimental class was higher (72.36) than the control class (60.83). therefore, it can be conclude that teaching reading through SQ3R method can improve students reading comprehension. It was

proven by students achievement in reading of the experimental class that gained scores a lot higher after given treatment by using SQ3R method than the control class that was given conventional method.

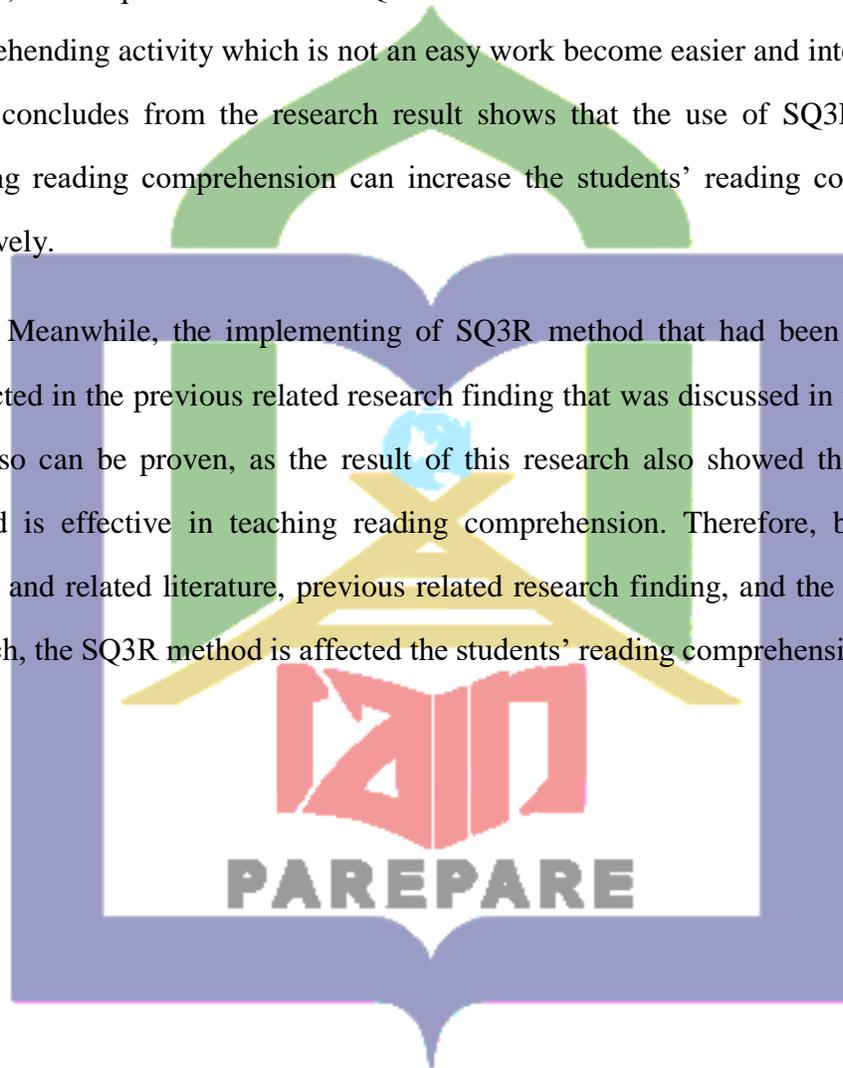
Based on the first chapter, it said that students in MAN Pinrang had difficulty understanding English text. that can happen because many factors influence it. Researcher asked students about what makes them difficult in reading learning. They said that they only had a little English vocabulary and the way their teacher taught them only using a conventional way. To solve this [rpbblem the researcher gave the stdents some vocabulary to memorize each meeting.

In the treatment the researcher used SQ3R method in teaching reading comprehension. The read step helped students understand the text as a whole. In this step students also answerd the questions they have made in the question step. After reading the text, students got all tthe answers to the questions they make. The recite step helped students understand the text after reading the text where students were asked to retell the contents of the text using their own words. This step affected the level of student understanding of a text and students also have an initial understanding and after reading the text. The review step could help students understand the text as a whole. In this step students were given questions about reading text to repeat or know or test the extent to which students understand a text. This step was useful forknowing students' reading comprehension skills and knowing whether students really understand what they have learned.

The SQ3R method is very useful and appropriately method to use in teaching reading comprehension. By uisng SQ3R method , the students' reading activity

becomes more attractive and interesting, and teaching learning process is not boring and monotonous. The result of this study can be connected to the literature reviews on the previous chapter. As stated in the chapter 2 which discussed about SQ3R method, the expert stated that SQ3R method can make the students' textbook comprehending activity which is not an easy work become easier and interesting. The writer concludes from the research result shows that the use of SQ3R method in teaching reading comprehension can increase the students' reading comprehension effectively.

Meanwhile, the implementing of SQ3R method that had been successfully conducted in the previous related research finding that was discussed in the chapter 2 was also can be proven, as the result of this research also showed that the SQ3R method is effective in teaching reading comprehension. Therefore, based on the review and related literature, previous related research finding, and the result of this research, the SQ3R method is affected the students' reading comprehension.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research problem and data analysis the researcher draws the conclusion that the posttest result of experiment class taught by using SQ3R method was better than the control class taught by using conventional strategy. It based on the T-test result which data analysis by using t-test showed the value of t_{test} (t_o) was higher than $t_{test} = 4.629 < t_{table}$ is 1.666 at 5% significant degree. Based on the data analysis, the researcher concluded that There was a significant effect of SQ3R method on students' reading comprehension at tenth grade of MAN Pinrang.

5.2 Suggestion

Related to the result of the study and the conclusion, some suggestion are proposed to make students reading comprehension better as follows:

5.2.1 To english teacher

To have a successful learning in the teaching reading, the English teacher should be creative in selecting and applying appropriate reading method for students in the class. It can encourage the students and help them gain a better understanding in reading. Dealing with the significances of this research, the use of SQ3R method can help students practice and improve their reading comprehension ability.

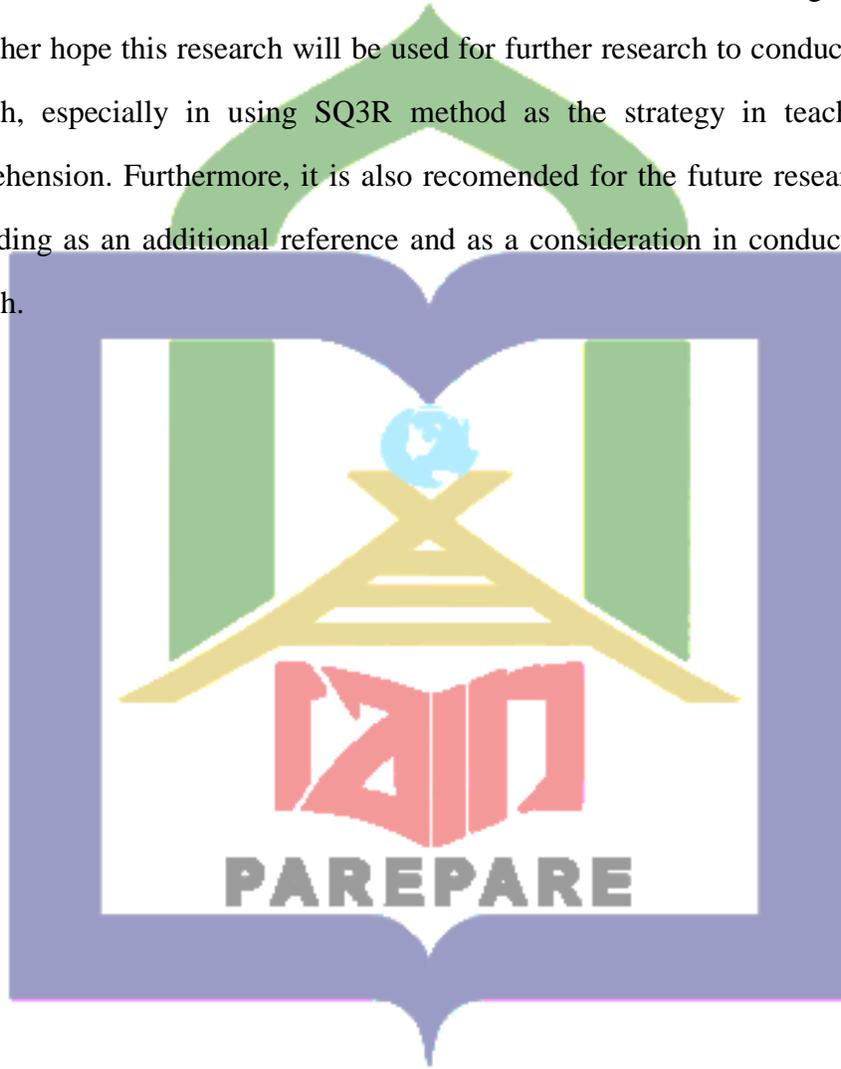
5.2.2 To students

Learning a language is not an instant process. To be strategic reader, the students need to practice continually. By doing so, it enables them to get broader knowledge and better understanding in reading, and succeeds in their English

learning.the students are expected to be more interested in teaching and learning activity by using various methods.

5.2.3 for the other researchers

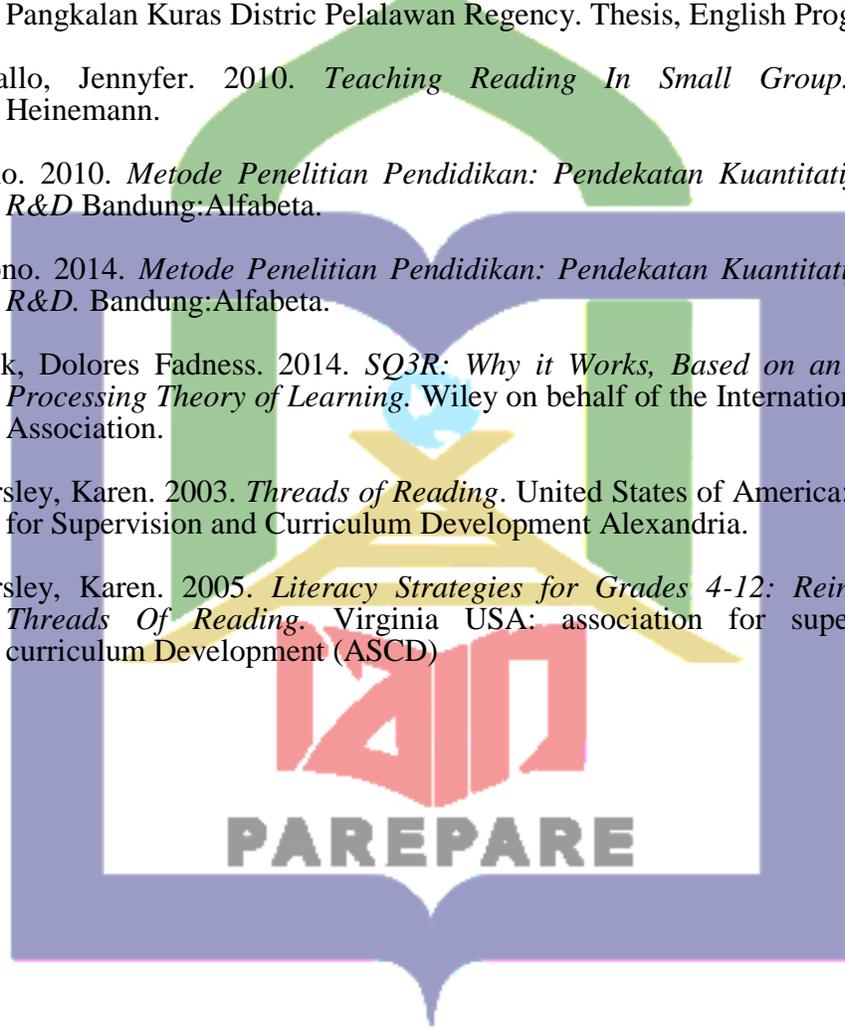
The researcher knows that this research is far from being perfect. The researcher hope this research will be used for further research to conduct the similiar research, especially in using SQ3R method as the strategy in teaching reading comprehension. Furthermore, it is also recomended for the future researchers to use the finding as an additional reference and as a consideration in conducting the next research.



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Appendix 1: rencana pelaksanaan pebelajaran (rpp)

RENCANA PELAKSANAAN PEBELAJARAN (RPP)

Sekolah : MAN Pinrang

Mata pelajaran: Bahasa Inggris kelas 10

Materi pokok : narrative text dan recount text

Alokasi waktu: 8 X 80 menit

Kompetensi : Membaca

A. Standar Kompetensi: membaca

1.1 memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar

<p>kompetensi dasar</p>	<p>Indikator</p>
<p>membaca nyaring bermakna teks fungsional dan esai pendek berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p>	<ul style="list-style-type: none"> • Membaca nyaring dan bermakna teks essay berbentuk narrative/recount • Mengidentifikasi berbagai makna teks narrative/recount
<p>menyimpulkan makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk narrative/recount</p>	<ul style="list-style-type: none"> • Mengidentifikasi tujuan komunikatif teks narrative/recount • Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative/recount
<p>menyimpulkan makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p>	<ul style="list-style-type: none"> • Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan fungsional dalam teks fungsional • Mengidentifikasi ciri kebahasaan dalam teks fungsional

B. Tujuan pembelajaran

- Merespon teks narrative/recount
- Menemukan ide pokok dan informasi penting dalam teks narrative/recount
- Menemukan makna kata-kata sulit dalam teks narrative/recount
- Memberikan kesimpulan dari teks dan hubungannya dengan kehidupan sehari-hari

C. Materi pembelajaran: teks tulis berbentuk teks narrative/recount

Pertemuan pertama

Materi 1

Narrative teks is an imaginative story to entertain people.

Teks materi 1

The Prince and His Best Friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Practice 6. Work with your partner. Ask your partner these Practice questions!

1. What is the meaning of friendship to you?

2. What would you do if your friend betrays you?
3. What would you do if one of your friends was in trouble?

Practice 7. Answer the following questions based on the story in Practice 5.

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?
6. Why did Franklin sneak out to meet the bandits' leader?
7. Did the Prince manage to escape from the bandits? How?
8. After you read the story, what did you think of the Prince's friends?

Practice 8. Decide whether these statements are true (T) or false (F).

1. The young Prince was hated by his people.
2. The young Prince was kind to others.
3. The Prince had two best friends.
4. Both of the Prince's friends were rich people.
5. When the bandits attacked, they hurried back to the castle.
6. The Prince and his friends hid in an old house.
7. The Prince didn't want to surrender.
8. Franklin made an agreement with the bandits.
9. The bandits managed to enter the house by breaking the front door.
10. The Prince and Peter managed to escape but Franklin didn't.

Metode Pembelajaran: PPP (Presentation, Practice, Production)

Strategi pembelajaran

	<ul style="list-style-type: none"> • Guru menyapa dan menanyakan kabar siswa • Guru memeriksa kehadiran siswa • Bersama-sama siswa berdua sebelum belajar • Guru menjelaskan kepada siswa tentang tehnik PQRST
tion 10 menit	<ul style="list-style-type: none"> • S-Surveying siswa diberikan teks bacaan lalu <i>brainstorming</i> terkait teks yang akan dibaca • Q-question siswa diminta untuk memprediksi tentang apa isi teks (argumen dan saran berkaitan dengan topik, bisa memakai WH <i>Question</i>)
25 menit	<ul style="list-style-type: none"> • R-read siswa diminta membaca teks siswa diminta untuk mencari/menggaris bawahi kata-kata sulit yang ada didalam teks • R-Reciting siswa diminta untuk menjawab pertanyaan yang telah mereka buat sebelum membaca teks. siswa diminta untuk berdiskusi dengan teman sebangkunya lalu menyimpulkan main poin yang ada dalam teks
on 30 menit	<ul style="list-style-type: none"> • R-Reviewin siswa diminta mengerjakan tugas practice 6-8 secara individu siswa diminta untuk mengumpulkan tugasnya Guru menunjuk siswa secara acak untuk menjawab soal yang telah diberikan
5 menit	<ul style="list-style-type: none"> • Guru bersama siswa menyimpulkan materi • Berdoa, dan salam penutup

Pertemuan kedua

Teks materi 2

The Caliph and the Clown

The Caliph of Baghdad hired an intelligent and high spirited man as his court jester, and was much amused by his clever, witty comments. The clown was so well loved by his master that everyone at court showed him great respect. And so the Caliph was much surprised one day when he heard his beloved clown crying out in distress from the throne room. The Caliph hurried there and was astonished to find the guards beating the clown badly.

“Leave him alone at once!” he ordered. “Why are you beating him?”

“We found him sitting on your throne, O majesty!” the captain of the guards explained.

“out of my sight!” commanded the Caliph. “For sure the jester did not do it with the intention of offending me.”

The clown, however, continued to weep and wail even after the guards had left.

“Stop it! Said the irritated Caliph.

“You’re still in one piece, aren’t you?”

“I’m not crying for myself, my lord, I weep for you,” the clown explained.

“For me?” exclaimed the Caliph in surprise.

“Certainly! If I get beaten so badly for having been only a few minutes on the throne, how many beatings must you have suffered in all the years that you have been there?”

Practice 3. Work with your partner. Discuss the following phrases from the text in Practice 2.

1. high spirited man
2. court jester
3. clever, witty comments
4. great respect
5. beloved clown
6. crying out in distress

- 7. at once
- 8. out of my sight
- 9. weep and wail
- 10. still in one piece

Practice 4. Match the words in column A with their synonyms in column B.

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Practice 5. Do the following instructions.

1. Identify the introduction of the story in Practice 2.
2. Mention who? When? Where?
3. Mention the action verbs and words that show time.
4. Mention its conflict.
5. Write how the conflict is resolved

	<ul style="list-style-type: none"> • Guru menyapa dan menanyakan kabar siswa • Guru memeriksa kehadiran siswa • Bersama-sama siswa berdua sebelum belajar • Guru menjelaskan kepada siswa tentang tehnik PQRST
tion 10 menit	<ul style="list-style-type: none"> • S-Surveying siswa diberikan teks bacaan lalu <i>brainstorming</i> terkait teks yang akan dibaca • Q-question siswa diminta untuk memprediksi tentang apa isi teks (argumen dan saran berkaitan dengan topik, bisa memakai WH <i>Question</i>)
25 menit	<ul style="list-style-type: none"> • R-read siswa diminta membaca teks siswa diminta untuk mencari/menggaris bawahi kata-kata

	<p>sulit yang ada didalam teks</p> <ul style="list-style-type: none"> • R-Reciting siswa diminta untuk menjawab prtanyyan yang telah mereka buat sebelum membaca teks. siswa diminta untuk berdiskusi dengan teman sebangkunya lalu menyimpulkan main poin yang ada dalam teks
on 30 menit	<ul style="list-style-type: none"> • R-Reviewin siswa diminta mengerjakan tugas practice 6-8 secara individu siswa diminta untuk mengumpulkan tugasnya Guru menunjuk siswa secara acak untuk menjawab soal yang telah diberikan
5 menit	<ul style="list-style-type: none"> • Guru bersama siswa menyimpulkan materi • Berdoa, dan salam penutup

Pertemuan ketiga

Teks materi 3

A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Read the text carefully

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways

Practice 3. Answer the following questions based on the text in Practice 2.

1. Where did the writer find out about adolescence?
2. What is adolescence?
3. Is adolescence a period of physical growth only?
4. How old was the writer when he experienced adolescence?
5. How did it make him feel?
6. What did the writer do to divert his emotions?
7. When did the writer spend the days with his family?
8. Did the writer benefit from the activities?

	<ul style="list-style-type: none"> • Guru menyapa dan menanyakan kabar siswa • Guru memeriksa kehadiran siswa • Bersama-sama siswa berdua sebelum belajar • Guru menjelaskan kepada siswa tentang tehnik PQRS
10 menit	<ul style="list-style-type: none"> • S-Surveying siswa diberikan teks bacaan lalu <i>brainstorming</i> terkait teks yang akan dibaca • Q-question siswa diminta untuk memprediksi tentang apa isi teks (argumen dan saran berkaitan dengan topik, bisa memakai WH <i>Question</i>)
25 menit	<ul style="list-style-type: none"> • R-read siswa diminta membaca teks siswa diminta untuk mencari/menggaris bawahi kata-kata sulit yang ada dalam teks • R-Reciting siswa diminta untuk menjawab pertanyaan yang telah mereka buat sebelum membaca teks. siswa diminta untuk berdiskusi dengan teman sebangkunya lalu menyimpulkan main poin yang ada dalam teks
30 menit	<ul style="list-style-type: none"> • R-Reviewin siswa diminta mengerjakan tugas practice 6-8 secara individu siswa diminta untuk mengumpulkan tugasnya

	Guru menunjuk siswa secara acak untuk menjawab soal yang telah diberikan
5 menit	<ul style="list-style-type: none"> • Guru bersama siswa menyimpulkan materi • Berdoa, dan salam penutup

Perteuan keempat

Teks materi 4

My Personal Experience

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “The inventors of Medicine”. I thought “OK, this is a start”. I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realised that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behaviour and became a doctor.

Practice 2. Read the text in Practice 1 again. Then, answer Practice the following questions.

1. When did the story take place?
2. Was the writer a diligent student?
3. What lessons did the writer hate?
4. What was the title of the book that the writer read?

5. Who were mentioned in the book? Who were they?
6. What happened to the writer after he read the book?

Practice 3. Decide whether these statements are true (T) or false (F).

1. The writer was a lazy student when he was in junior high school.
2. The writer was grounded because he didn't do his Biology homework.
3. The writer was told to make a book review.
4. He looked for the books in a bookstore.
5. He found a book about medical health.

	<ul style="list-style-type: none"> • Guru menyapa dan menanyakan kabar siswa • Guru memeriksa kehadiran siswa • Bersama-sama siswa berdua sebelum belajar • Guru menjelaskan kepada siswa tentang tehnik PQRS
tion 10 menit	<ul style="list-style-type: none"> • S-Surveying siswa diberikan teks bacaan lalu <i>brainstorming</i> terkait teks yang akan dibaca • Q-question siswa diminta untuk memprediksi tentang apa isi teks (argumen dan saran berkaitan dengan topik, bisa memakai WH <i>Question</i>)
25 menit	<ul style="list-style-type: none"> • R-read siswa diminta membaca teks siswa diminta untuk mencari/menggaris bawahi kata-kata sulit yang ada dalam teks • R-Reciting siswa diminta untuk menjawab pertanyaan yang telah mereka buat sebelum membaca teks. siswa diminta untuk berdiskusi dengan teman sebangkunya lalu menyimpulkan main poin yang ada dalam teks
on 30 menit	<ul style="list-style-type: none"> • R-Reviewing siswa diminta mengerjakan tugas practice 6-8 secara individu siswa diminta untuk mengumpulkan tugasnya

	Guru menunjuk siswa secara acak untuk menjawab soal yang telah diberikan
5 menit	<ul style="list-style-type: none"> • Guru bersama siswa menyimpulkan materi • Berdoa, dan salam penutup

D. Penilaian hasil belajar

1. Penilaian sikap : observasi/pengamatan
2. Penilaian pengetahuan: tes tertulis



Appendix 2: Instrument

Name :

SCORE:

Class :

Day/ date :

Time : 35 minute

Butir soal : 20 butir

Answer The Following Question By Choosing A, B, C, D Or E!

Text for question 1- 5

The Bathroom Story

Two years ago some friends and I came to Indonesia to learn some Bahasa Indonesia. While here, we stayed in villages with host families. One friend and I lived in Rejoso, and my other friend lived in a village called Jeding. Whenever we were asked where we lived, my friend said, "Saya tinggal di Jeding." Everyone would start laughing.

After a few days he started to get upset. He didn't understand why people kept laughing at him. Finally he asked one of our Indonesian friends why. Our friends started laughing saying, "Jeding means bathroom in Javanese!" So every time someone asked him where he was living he was saying, "I live in a bathroom."

Written by Allyson Fenn, PC Indonesia 2010-2012

1. Who did the writer and her friend live in when they visited Rejoso?

A. In a bathroom

2. What was the writer's friend's name?

B. Jeding

3. Why did the writer and her friend start laughing?

C. Because "Jeding" means bathroom in Javanese!

4. What was the name of the village where the writer and her friend lived?

D. Rejoso

5. How did the writer and her friend feel when they were asked where they lived?

E. They felt embarrassed.

6. What was the name of the village where the writer and her friend lived?

A. Rejoso

7. Why did the writer and her friend start laughing?

B. Because "Jeding" means bathroom in Javanese!

8. What was the name of the village where the writer and her friend lived?

C. Rejoso

9. How did the writer and her friend feel when they were asked where they lived?

D. They felt embarrassed.

10. What was the name of the village where the writer and her friend lived?

E. Jeding

11. Why did the writer and her friend start laughing?

A. Because "Jeding" means bathroom in Javanese!

12. What was the name of the village where the writer and her friend lived?

B. Rejoso

13. How did the writer and her friend feel when they were asked where they lived?

C. They felt embarrassed.

14. What was the name of the village where the writer and her friend lived?

D. Jeding

15. Why did the writer and her friend start laughing?

E. Because "Jeding" means bathroom in Javanese!

16. What was the name of the village where the writer and her friend lived?

A. Rejoso

17. How did the writer and her friend feel when they were asked where they lived?

B. They felt embarrassed.

18. What was the name of the village where the writer and her friend lived?

C. Jeding

19. Why did the writer and her friend start laughing?

D. Because "Jeding" means bathroom in Javanese!

20. What was the name of the village where the writer and her friend lived?

E. Rejoso

21. How did the writer and her friend feel when they were asked where they lived?

A. They felt embarrassed.

22. What was the name of the village where the writer and her friend lived?

B. Jeding

23. Why did the writer and her friend start laughing?

C. Because "Jeding" means bathroom in Javanese!

24. What was the name of the village where the writer and her friend lived?

D. Rejoso

25. How did the writer and her friend feel when they were asked where they lived?

E. They felt embarrassed.

here, we stayed in
with host
. One friend and I
Rejoso, and my
end lived in a
alled Jeding.

the story is funny?
ise it is interesting
ise it is not fact
ise it is new story
ise it is the story of
il
ise it is unbelievable

is another word of
.....
y
w

ondition

Text for question 6-11

Why People Should Read for Pleasure

In the past years the use of the television and the internet has increased; this situation has caused many people to change their likes and the way that they enjoy their free time. Because of television and the internet, many people spend less time reading, so the purpose for this essay is to present reasons why people should read just for pleasure. The reasons that I give you are quite simple: to improve your knowledge, to expand your general culture, to have more fun, to make your imagination fly, to find new ways to express your ideas, and finally to expand your vocabulary.

The first reason that I give you to enjoy reading is that when you read, you can expand your knowledge and also your culture. There are a lot of good books in which you can find history, novels, tragedies, comedies and a variety of other themes. You can see that people who read more often frequently have a bigger knowledge of life and also a bigger perspective of their environment. I think that fact gives them an advantage over all others who do not read frequently. The second reason to read more often is that through books you can have fun and even travel in your imagination. Children have not yet lost the ability of getting into their dreams, and because of this, in their first years the parents read a lot of tales in which they use their imagination. Adults should try to keep this ability, so we do not forget the importance of the use of the imagination. The imagination also represents a tool that could help you to develop your professional career in a creative way.

Finally, the third and the most important feature that reading offers you is that it does not matter the age that you have, you always could expand your vocabulary and the ways to express your ideas to the others in a simple and correct form. By the time you can improve the kind of books that you read, there are a lot of categories, so

you will never stop learning from the pleasure of reading. People who know how to choose a book generally have the capability of choosing a formal book in which they can find formal grammatical structures and obviously a formal vocabulary. All these things allow them to gain greater fluency in their communication.

In conclusion, I recommend that you enjoy reading more often. There are excellent reasons for doing it; you just have to want to expand your knowledge and your culture, to improve your imagination and also your vocabulary. I know that we should evolve with the technology; that is, it is good to know how to navigate in the internet, but we must also not forget the books. Try to choose good books at the beginning, and then I ensure you that you never will stop reading.

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Appendix 3: Table T

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8.1 Tabel Distribusi t

df	Pr	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30584	0.002
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92464	22.32712	0.002
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21463	0.002
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318	0.002
5	0.72869	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343	0.002
6	0.71750	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763	0.002
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529	0.002
8	0.70639	1.39682	1.85955	2.30600	2.88646	3.35539	4.50079	0.002
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681	0.002
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16827	4.14370	0.002
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470	0.002
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963	0.002
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198	0.002
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739	0.002
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283	0.002
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615	0.002
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577	0.002
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048	0.002
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940	0.002
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181	0.002
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715	0.002
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499	0.002
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48486	0.002
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678	0.002
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019	0.002
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500	0.002
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103	0.002
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816	0.002
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624	0.002
30	0.68275	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518	0.002
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490	0.002
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531	0.002
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634	0.002
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793	0.002
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005	0.002
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262	0.002
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563	0.002
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903	0.002
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279	0.002
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688	0.002

df	Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
		0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127	
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595	
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089	
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607	
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68958	3.28148	
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710	
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291	
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891	
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508	
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141	
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789	
52	0.67924	1.29805	1.67468	2.00665	2.40022	2.67373	3.25451	
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127	
54	0.67908	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815	
55	0.67898	1.29713	1.67300	2.00404	2.39608	2.66822	3.24515	
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226	
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948	
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680	
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66178	3.23421	
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171	
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930	
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696	
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471	
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253	
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041	
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837	
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21638	
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446	
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260	
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079	
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903	
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733	
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567	
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406	
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249	
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096	
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948	
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804	
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663	
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526	

Appendix 4: Worksheet

Analysis Data

1. Mean score of experiment class

$$\sum x_e: 2605; N = 36$$

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2605}{36}$$

$$\bar{X} = 72.36$$

2. median of experiment class

$$M_e = x_{\frac{n+1}{2}}$$

$$M_e = x_{\frac{36+1}{2}}$$

$$M_e = x_{\frac{37}{2}}$$

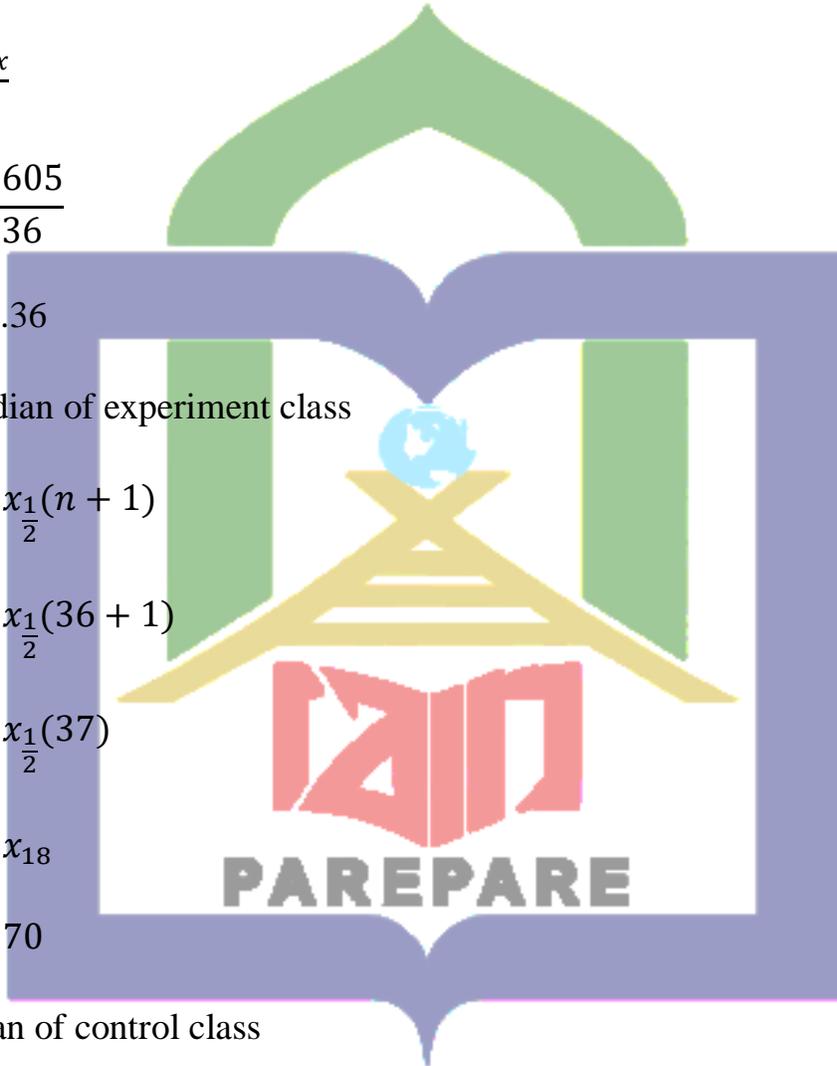
$$M_e = x_{18}$$

$$M_e = 70$$

3. mean of control class

$$\sum x_e: 2190; N = 36$$

$$\bar{X} = \frac{\sum x}{N}$$



$$\bar{X} = \frac{2190}{36}$$

$$\bar{X} = 60.83$$

4. Median of control class

$$M_e = x_{\frac{n+1}{2}}$$

$$M_e = x_{\frac{36+1}{2}}$$

$$M_e = x_{\frac{37}{2}}$$

$$M_e = x_{18}$$

$$M_e = 60$$

5. T-test

X_1	X_2
$\sum 2605$	$\sum 2190$
Var = 134.98	Var = 117.85

$$t - test = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$= \frac{72.36 - 60.83}{\sqrt{\frac{(36 - 1)134.98 + (36 - 2)117.85}{36 + 36 - 2} \left(\frac{1}{36} + \frac{1}{36} \right)}}$$

$$= \frac{72.36 - 60.83}{\sqrt{\frac{(35)134.98 + (34)1117.85}{36 + 36 - 2} \left(\frac{1}{36} + \frac{1}{36}\right)}}$$

$$= \frac{11.53}{\sqrt{\frac{4.7243 + 4.0069}{70} \left(\frac{2}{36}\right)}}$$

$$= \frac{11.53}{\sqrt{\frac{8731.2}{70} (0.05)}}$$

$$= \frac{11.53}{\sqrt{124,731(0.05)}}$$

$$= \frac{11.53}{\sqrt{6.23655}} = \frac{11.53}{2.4973} = 4.629$$

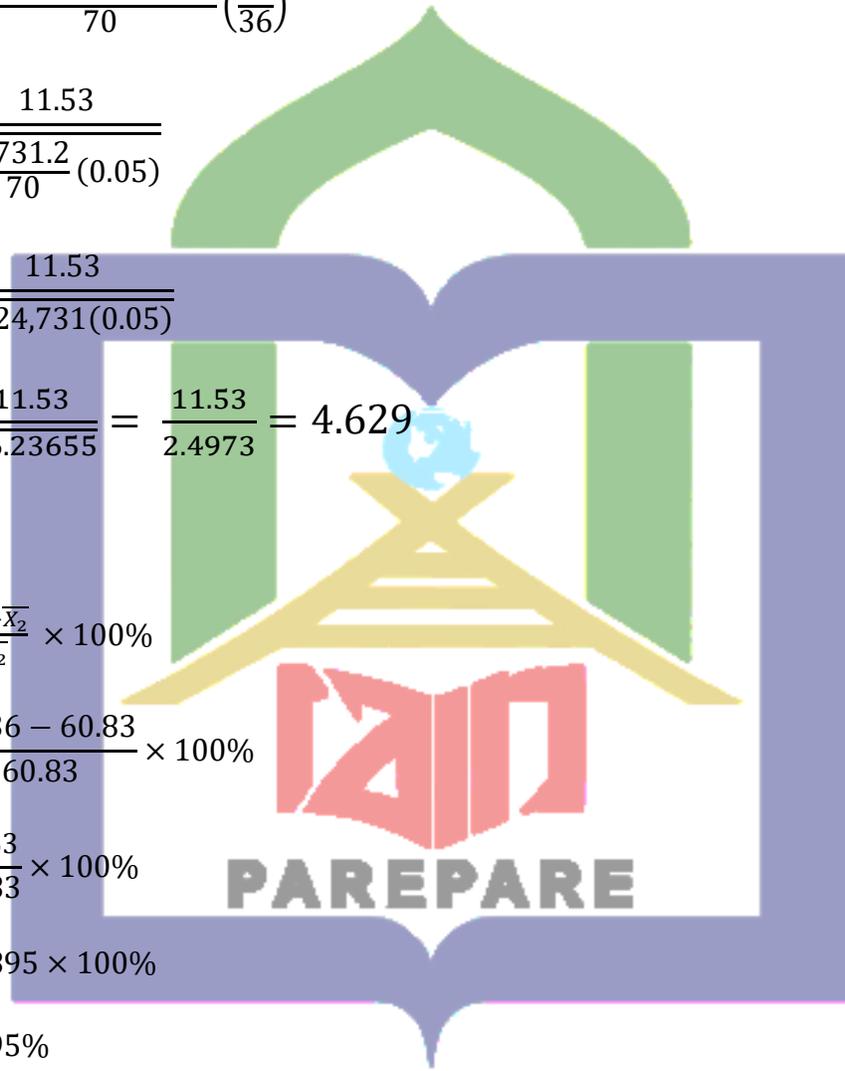
$$Y = \frac{\bar{X}_1 - \bar{X}_2}{\bar{X}_2} \times 100\%$$

$$= \frac{72.36 - 60.83}{60.83} \times 100\%$$

$$= \frac{11.53}{60.83} \times 100\%$$

$$= 0.1895 \times 100\%$$

$$= 18.95\%$$



CURRICULUM VITAE



ter was born on May 17th , 1996 in U. Pandang. He is the second child from two siblings, he has one brother. His father name is Syukri and his mother name is Hernawati. His educational background began 2001 in SDN 92 Tonrong Sadding, Kec. Tiroang, Kab. Pinrang and he continued his study in the same year on 2008 in

Pinrang Kab. Pinrang and graduated on 2011. At the same year, he registered in senior MAN PINRANG graduated on 2014. He continued his education at State Islamic Institute (IAIN) Parepare and took English Department as his major. Finally, he graduated his study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English program of Tarbiyah and Adab Department on 2020. With the title of his skripsi “The Effect of Survey, Question, Read, Recite and Review (SQ3R) Method To Improve Students’ Reading Comprehension at the Tenth Grade of MAN PINRANG”.

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