

A THESIS

**STUDENTS' READING COMPREHENSION THROUGH SQ3R
TECHNIQUE AT SEVENTH GRADE OF
SMP NEGERI 24 BARRU**



By

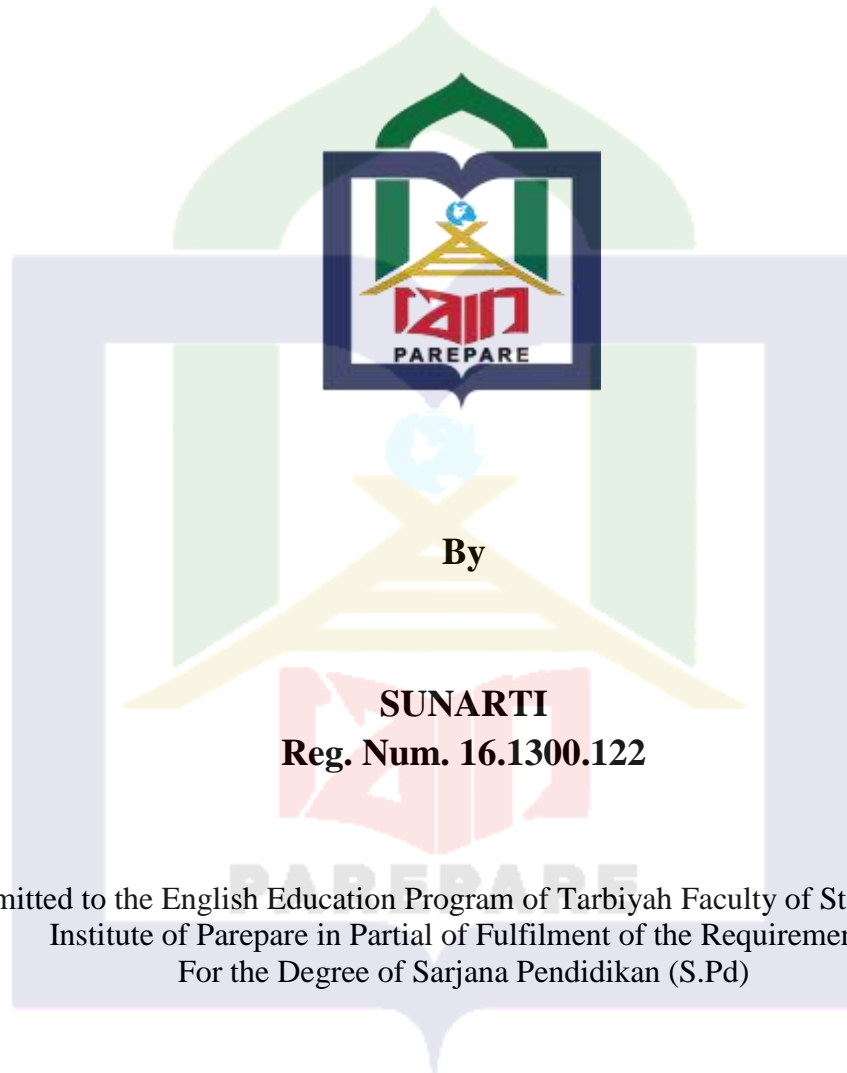
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**ENGLISH EDUCATION PROGRAM
FACULTY TARBIYAH
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE**

2023

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**SUNARTI
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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Skripsi

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

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2023

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أَجْمَعِينَ. أَمَّا بَعْدُ

Alhamdulillah Rabbil Alamin. First of all, the writer would like to express her gratefully to the lord Allah SWT. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so she can finish this skripsi. Salam and Salawat always be sent to the prophet Muhammad SAW. Peace be upon him. Who has guided us from uneducated person to be educated person.

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted this skripsi, if it can be proved that it is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Sunarti. *Student's Reading Comprehension through SQ3R at Seventh Grade of SMP NEGERI 24 BARRU.*(Supervised by Ismail Latif and Nurhamdah).

The purpose of this research is to describe the students reading comprehension after the implementation of SQ3R technique at seventh Grade of SMP Negeri 24 Barru.

The samples of this study were 41 students from two classes by total sampling technique. The researcher conducted the research by quantitative descriptive design. The data collecting technique used by reading test.

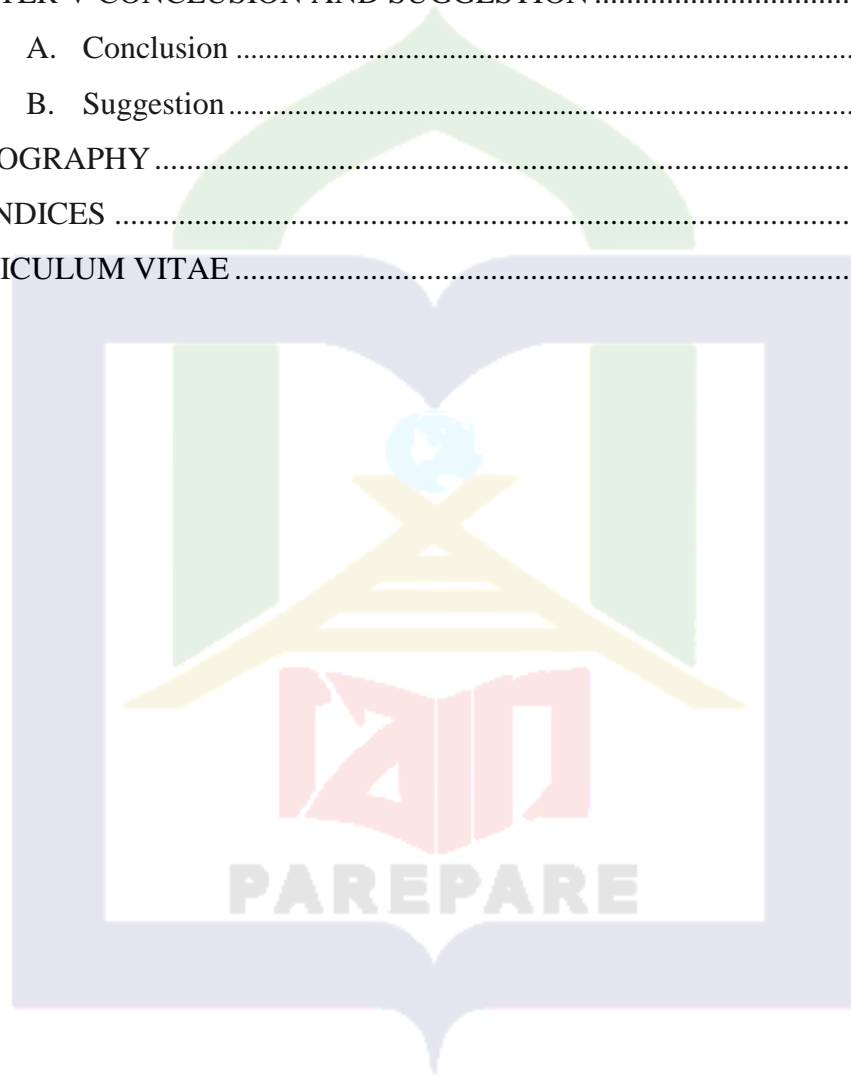
The results of this research that students' Reading Comprehension through SQ3R Technique. The result which showed the average score showed 70.52 in averages which category in good performing and result of students' description in reading comprehension was the description of the students score whose class had no-implemented by SQ3R that class VII.4, which means in comparing score, It showed that, the students reading quality may be seen at the result which showed the average score, which explained that, average score was the maintenance score which really important to be read, the average may determine the result of the quality of certain condition. This description showed 67.57 in averages which category in average performing. Differentiated between Students Reading Comprehension among the Classes. The student reading comprehension through implementation of SQ3R technique while comparing with non-implemented showed that there was a differentiate between the students reading comprehension between class VII.1 and class VII.4. The application shows t-test (Students Reading) is 0.759 which value (P) is 0.452. Which value $P > 0.05$ so there is not any differentiate reading skill between class VII.1 Which taught By SQ3R and VII.4 which didn't taught by SQ3R

Keyword: *students' reading comprehension, SQ3R technique.*

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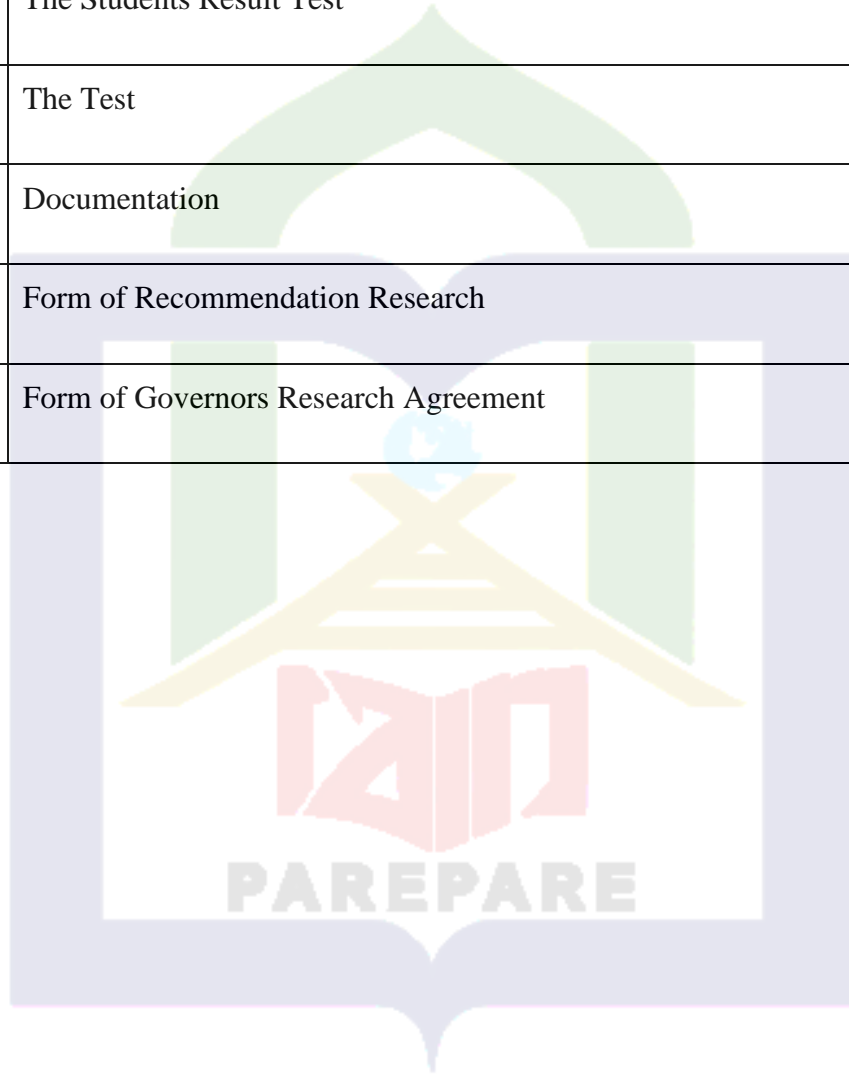
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CHAPTER I

INTRODUCTION

A. Background

The importance of understanding reading is to build the ability and knowledge of students to understand the material of reading text. Such as ability to read various texts in English, ability to adjust reading styles according to the purpose of reading (i.e. skimming, scanning), and ability to have critical perspective on the content of the texts.

Reading is one of those skills that are considered as the most important activity to get knowledge and information in human life. Especially for students in learning English. In schools, reading becomes one of the basic competences that included in English subject that should be studied by the students.

Reading comprehension is one of the problems faced by Indonesian students in reading English texts. Most Indonesian students have difficulties in reading English texts because English in Indonesia is a foreign language. In addition, many results of research also showed that an English text was very low performing.

As one of the English Language Skills, reading is very beneficial for language acquisition and has positive knowledge, on their spelling and on their writing. In addition, the crucial goal of teaching reading is to help students understand texts through conscious and systematic training of reading skills.¹ Therefore, reading is an important skill that needs to be mastered by EFL students. Moreover, it states that reading comprehension is primarily a matter of developing appropriate, efficient

¹Grabe W, Stoller, *Teaching and Researching Reading*. (Harlow:Pearson Education, 2002),p. 68.

comprehension strategies for most EFL learners who are already literate in a previous language in first language.² In other words, applying an appropriate and efficient reading strategy is crucial to help students improve their reading comprehension.

The real problems faced by most of students in relation to reading skills include determining the main idea of a paragraph, identifying the generic structure and answering comprehension questions of a text. They also cannot do their exercises or evaluation exactly in the time determined by the teacher. Hence, the students need an extra time to finish their works. These problems were identified by the researcher based on the pre-observation of teaching and learning process in the classroom and the result of students' works of both exercise and evaluation.

The researcher finds that the students get the problems not only because they find unfamiliar word(s), then, they are wasting time to open the dictionary or ask their friends about the meaning of the word(s), but also because they cannot comprehend the content of the text.

Second of all, the students have to read and answer the question related to the text as fast as possible. For this reason, the researcher considers that lecturers of English should be able to motivate the students in order that they can capture messages conveyed by the text.

Nowadays, there are many students who ignore reading activities in their daily life, in fact, most of students are very lazy to read a book, they will only read book on their duty at school when they need to finish their homework, it will impact on their background knowledge. It impact to the quality of the students toward reading skill,

²Nuttal, C, *Teaching Reading Skill in a Foreign Language*. (London: Heinemann Educational Books, 1982), p.198

the students in this research subject are very low in comprehending English text, it was assumed from the pre observing at school.

One of the strategies in teaching reading comprehension is SQ3R. SQ3R (*survey, question, read, recite, and review*), developed by Robinson, is one of the reading strategies which provides students with a systematic approach presenting a detailed step-by step outline of what readers should complete and accomplish while reading. SQ3R makes students responsible for guiding themselves in reading texts, and also it promotes purposeful and active involvement to students in reading texts.

The researcher wants to analyze the students' quality after implemented this techniques to the students at school. The researcher limits the issue of the research on students identified quality or students reading comprehension after being treatment from the teacher. Based on the background above the researcher interests to find out the student's reading comprehension through SQ3R at Seventh Grade of SMP Negeri 24 Barru which is becoming the title of this research.

B. Research Questions

Based on the background above, the researcher formulated the following research questions:

1. How is the student reading comprehension through implementation of SQ3R technique at the seventh Grade of SMP Negeri 24 Barru?
2. Is there any significant difference between the class which taught by SQ3R technique and the class were not taught?

C. Objective of the Research

Based on the question above, the objectives of the study are formulated as follows:

1. To describe the students reading comprehension after the implementation of SQ3R technique at seventh Grade of SMP Negeri 24 Barru.
2. To know the difference between the class which taught by SQ3R technique and the class were not taught.

D. Significance of the Research

It is expected the result of this research will provide the useful contribution for:

1. For Students

The researcher hopes that this research can be a reference material or information about the methods used to enhance reading comprehension. And then through this research, students can give contribution or input to the teacher so that the method used can provide the expected result.

2. For Teachers

The researchers hope the research can be a source of information regarding students' feedback from the use of SQ3R technique.

3. For the other researchers

This study can be useful as a reference for conducting similar research that deals with the same technique and with the same or different design to develop the teaching quality of reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

1. The first previous research was conducted from Martha Betaubun which title The Implementation of SQ3R Technique in Teaching English to Support Third Class Students' Ability in Reading Comprehension at State Vocational High School in Merauke-Papua Indonesi. This research aims to know: 1) How is the implementation of the SQ3R technique in teaching English to support the third class students' ability in reading comprehension at state vocational high school in Merauke, 2) What are the factors that influence in the implementation of the SQ3R technique in teaching English to support the third class students' ability in reading comprehension at state vocational high school in Merauke. This research was a case study using a descriptive qualitative approach. The data were collected by using purposive sampling through research instrument for pretest and posttest to treatment group and control group and questionnaire distributed to respondents. The data collected, analyzed descriptively in the form presentation table. The results of this research showed that there is a significant difference in achievement between the treatment group (students who are taught by using the SQ3R technique) and the control group (students who are not taught by using the SQ3R technique). The achievement of students in the treatment group is higher than the students in the control group. The factors influencing the students' ability in reading English comprehension among others; the technique

used by the teachers in teaching English, the classroom condition, the time provided in reading text books and the various forms of the text book.

2. The second is from Abdul Gafur Marzuki which title *Developing Students' Reading Skills on Islamic Texts through SQ3R Method in an EFL Class*. This study aims at analyzing the development of students' reading skills on Islamic texts in EFL class in Indonesia through SQ3R method. The research was designed as a collaborative classroom action research which was carried out at TBI-4 FTIK IAIN Palu. The subject of the research was the third semester students of TBI-4 FTIK IAIN Palu consisting of 24 students. The research was conducted in one cycle through stages of planning, acting, observing and reflecting. The cycle consists of three meetings. The researcher with his collaborator collected the data by using observation checklists, field notes, camera recording, and test. The result showed that the SQ3R method could develop students' reading skills. This fact was supported by the result of achievement test. There were 19 students out of 24 (75%) who got score greater than 80, there were 6 students who could not reach the score. The research was stopped after the third meeting of cycle 1 in which the result of students' achievement test had met the criteria of success. Based on this finding, the researcher concludes that the implementation of SQ3R method in teaching and learning process can develop students' reading skills on Islamic texts.
3. The third is from Mila Siti Masruroh *SQ3R Implementation In Teaching Reading Comprehension A Case Study Of Eight Grade Students At One State Mts In Sumedang*. This research aimed to describe the implementation of SQ3R in implementation of SQ3R. Moreover, it examined the benefits of SQ3R in

teaching reading comprehension in Indonesia. This research used a qualitative case study conducted at one State MTs in Sumedang. It involved one class of the eighth grade which consists of 30 students. The data were collected through observation, interview, and document analysis. The data from the three instruments were analyzed qualitatively. The results of this research showed that the implementation of SQ3R helped the students to comprehend English texts. The students also responded the implementation of SQ3R positively. They focused while reading English texts by using SQ3R. They were also interested and enthusiastic in doing the tasks. In addition, SQ3R helped them to write questions from the texts, to rewrite the information by their own words, to write a report or a summary about the texts, and to enrich their vocabularies. In conclusion, SQ3R helped the students in reading English texts. Therefore, SQ3R is recommended to be implemented in teaching reading comprehension.

B. Some Pertinent Ideas

1. The Concept of Reading

a. Definition of Reading Comprehension

Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text.¹ It means that reading comprehension is the ability to read text, process and understand the meaning. Natures, habit and skills can influence individual ability to understand text correctly.

¹Grabe W, Stoller, *Teaching and Researching Reading*. (Harlow:Pearson Education, 2002),p. 68.

Reading is an activity to understand the content of the text that we read. By reading, reader can get any message and information which can increase knowledge. Reading about understands written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought.²

Readers will use background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text.³ It means that, reading is a process of communication between the writer and the reader. The writer express message like feeling, facts, ideas, and arguments that they want to share. Then, the writer puts the message into the words. English is a foreign language for Indonesia students. It is certainly not easy for students to interpret the meaning or the idea from written text. Because to understand the reading text, the students must have a good competence in knowing the meaning of words, sentences, contents, and the most important is to know about the writer ideas.¹⁹

From the explanation above, the researcher concludes that reading comprehension is the process of getting meaning of the content and information about the topic in the text. Other explanation will be, understanding an English text is not easy to do for students because English is a foreign language and it is not the first language. Too many readers are not able to get the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, the reader should

²Nuttal, C, *Teaching Reading Skill in a Foreign Language*. (London: Heinemann Educational Books, 1982), p.132.

³ Pang, Muaka Bernhardt, Kamil, *Teaching Reading, Education Practice12*, PDF book.

⁴ Rahim, F, *Pengajaran Membaca di Sekolah Dasar*. (Jakarta: Bumi Aksara 2013),p. 32..

have good concentration in reading text in order to get the meaning of the author's idea.

b. Purposes of reading

Readers' purposes in reading and the types of reading used referred to:

- 1) Literal comprehension, where reading in order to understand, remembers, or recall the information explicitly contained in a passage.
- 2) Inferential comprehension, where reading in order to find information, which is not explicitly stated in a passage, using the readers' experience and institution, and by inferring.
- 3) Critical or evaluation comprehension, where in order to compare information in a passage with the readers' own knowledge and values.
- 4) Appreciative comprehension, where reading in order to gain an emotional or other kind of valued response from a passage.²⁰

c. Types of Reading

Reading is a very complex activity. So much occurs inside mind of reader as the eyes glide over the printed words. Text type of reading:

1) Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative, telling the happened was happened in the past can give and stimulate people on imaginary act.

²⁰Grabe W. Stoller, *Teaching and Researching Reading*. (Harlow:Pearson Education,2002)p.45

2) Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. By describing something, reader will be able to catch the meaning of the text perfectly, descriptive text has specific purpose for expressing the idea about describing thing, the author should has strong assuming on the things that described

3) Narrative Text

Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. Story can refuse the reader on their thinking, and their imagination on something new, by narrative text the reader will focus caused of the aspect of the story which stimulate the reader on the story.

4) Procedural Text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

5) Explanation text

Explanation text is a text which tells how and why something in the world happens. In fact, this kind of text explains clearly about the process, the

caused and the effect of the natural disaster and non-natural disaster. It concerns more about the object rather than the subject.²¹

d. Reading Strategies

Student who loves reading will spend a lot of time in reading activity and also has ability to write well. By reading, students can improve their vocabulary and writing skill. On the opposite, a student who has low reading ability will find difficulty in learning process because they don't have many experiences in facing English text.

The students must practice reading a lot, and use certain strategies. The student's ability on understand the text depend on their ability to use strategy to understand what the writer say. It means that strategy helps the students to comprehend the text they read. Reading article text strategies as general strategies divide into four types. Those are skimming, scanning, extensive and intensive readings.⁵

1) Skimming

Skimming is a useful skill to be applied in reading. It stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text.⁶ Skimming assists the readers to understand the main idea of the text before reading it

²¹Duarte, N and Barner, *Reading Comprehension in Teaching English as Foreign Language*, (Press education, 2020)

⁵Nuttal, C, *Teaching Reading Skill in a Foreign Language*. (London: Heinemann Educational Books, 1982), p.132.

⁶ Grellet, F, *Developing Reading Skill: A Practice Guide to Reading Comprehension Exercise*,(Cambridge: Cambridge Press, 1999), p. 87.

carefully. Students can do skimming in several ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text.⁷

2) Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information.⁸ It means that, scanning is an ability to read a text very quickly in order to find specific information easily that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scans the list of Lecture name in a telephone notes to find a phone number. Scanning helps the reader find information quickly without reading the whole text than easily to find it.

3) Extensive Reading

In extensive reading, the readers usually face a longer text. In reading, the readers need a total understanding of writing. Extensive reading is carried out to achieve a general understanding of a text.⁹ Some authors identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the aims of extensive reading are to build the readers' confidence and enjoyment.¹⁰

⁷ Islam, C and Steenburgh, C, *A good Read Book: Developing Strategies for Effective Reading 1*,(Singapore: Cengage Learning Asia. Osborne and Armbuster 2009),p,127.

⁸ Grellet, F, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*,(Cambridge University Press,1981),p.89.

⁹ Brown,*Teaching by principles: An Interactive approuach tolanguage pedagogy Strategies of Reading*,(A person Education Company: Longman, 2001),p.75.

¹⁰ Michael, L and Richards, J. *Methodology in TESOL*,(Heinlen and Heinlen publisher. Boston, 1987),p.78.

4) Intensive Reading

Intensive reading exercises may include looking at main ideas versus details, understanding of what the text implies, making inferences, looking at the order of information and how it affects the message, identifying words that connect one idea to another and identifying words that indicate change from one section to another.¹¹ Intensive reading is reading for detail. It usually shows a shorter text. A reader usually wants to get some specific information.

e. Reading Comprehension Aspects

There are five aspects of reading article text as reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary.¹² These aspects are related to the difficulties that the students encounter in comprehending the text.

1) Determining Main Idea

The main idea is a statement that tells the author's point about the topic. Finding main idea is a key to understand a paragraph or short selection.¹³ The main idea is usually located in a sentence, and it is usually put in the first sentence but it can be in the middle or in the last sentence. Therefore, this option can make the main idea more difficult to find. The students

¹¹ Macleod, M.. *Types of Reading*, (PDF Book,Retrieved 2011),p.108.

¹² Nuttal, C,*Teaching Reading Skill in a Foreign Language*,(London:Heinermann Educational Books,1982).

¹³Longan, J, *Reading and Study Skill: Seventh Edition*,(Atlanta capeCommunity College: Published by McGraw-Hill Companies. New York, 2002)

will get confused to find what the main idea of a paragraph, and where the main idea position is located.

2) Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers.¹⁴ In identifying reference, the students must understand specifically about the pronoun function for what the pronouns in the sentences and how is used such as the pronouns that are used to show people, place, or situation.

3) Understanding Vocabulary

The student expands their knowledge of vocabulary when he/she is reading a text, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning.¹⁵ It means that, having prediction from the context will help students understand the meaning of a paragraph without stopping looks up every new word in a dictionary. In fact, one of the problems that readers have difficulties in understanding paragraph is that they have lack of vocabularies.

4) Making Inference

In making of inference, it stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences.¹⁶ It means that the clues in the text will help students to build

¹⁴ Sharpe, J. P, *How to Prepare the TOEFL Test (11th Edition: Ohio,2005)*

¹⁵ Sharpe, J. P, *How to Prepare the TOEFL Test I9 (11th Edition: Ohio,2005)*

¹⁶ Kopitski, M, *Exploring the Teaching of Inference Skills (A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in English as a Second Language).*(Minnesota: Hamline University, 2007),p.165.

assumption and draw conclusion. So they can answer the questions. These questions are often stated in one the following form:

“From the passage, we can conclude that ...”

“It can be inferred from the passage...”,

“what the meaning of the statement above?”.

Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

5) Detail Information

The last type of question that is usually found in reading test is detail question or information. This question usually checks student’s ability to understand material that is directly written in the text. Some example of detail question fall in the following pattern:

“According to the passage, who were fighting for the conversation in the forest?”,

“All of the following are the true except..”,

“A person, date, or place is,,,”.

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that words synonym.

2. The Concept of SQ3R Technique

a. Nature of SQ3R technique

SQ3R, developed by Robinson (1941), consists of five steps: Survey, Question, Read, Recite, and Review.²² SQ3R is one of the principles for designing interactive reading techniques and also it helps readers become more active in their reading and retain information easily.²³

In addition, SQ3R helped students to concentrate and focus in doing their reading task. However, SQ3R cannot be applied independently to students who are not strong readers. It needs direct, intensive, and repeated instruction from the teacher. Thus, modeling and teacher support are required in applying SQ3R.²⁴

The modeling from the teacher follows the five steps of SQ3R: survey, question, read, recite, and review. The ages of the eight grades as the sample in this research were about 13 years old which means that they are young learners.²⁵ Young learners are children whose ages are under 14 years. Further, in differentiates young learners into younger children (7-8 years old) and older children (12 to 14 years old). also differentiates young learners into very young children (4-6 years old) and pre-pubescent children (12-13 years old). Sustaining

²²Grabe, W & Stoller, L. F. *Teaching and Researching Reading*. Harlow: Pearson Education. (2002).

²³ Apandi, Saepul. (2011). *Teaching Reading by SQ3R Technique to the Second Year of Junior High School Students*. Universitas Indraprasta PGRI. Retrieved on November 22

²⁴Hedberg, Kristina.. *Using SQ3R Method with Fourth Grade ESOL Students*. Retrieved on November 21, 2020

²⁵Nuttal, Christine.. *Teaching Reading Skills in a Foreign Language*. (Great Britain: The Bath Press, 1989)

motivation in learning is problematic, especially for young learners. Thus, as a teacher, it is important to help students to sustain their motivation.²⁶

b. Aspects of SQ3R Technique

There are several steps should be applied at school refers to the SQ3R as follow below:

1) Survey (S)

Surveying through the title, the pictures, the introductory paragraph, the headings and subheadings, and the concluding paragraph to form ideas and to get the main points of the text. By surveying headings and pictures, readers can activate their prior knowledge. Surveying the text also helps the reader to get a greater understanding of the text. In other words, the students should have a general understanding of the text content.

2) Question (Q)

Converting selected headings into questions. This step gives a purpose for reading the text in more detail so that students should be ready for a more detail study of the text. Questioning also causes the reader to search the answer to the question. It text so that it can increase their comprehension about the text.

3) Read (R-1)

Reading to find the answers to the questions created in step 2. Robinson also describes the reading step of SQ3R as an active search for the answers in which the students read the text to find the answers to the questions in step 2.

²⁶Cameron, Lynne. *Teaching Language to Young Learners*. United Kingdom: Cambridge University Press, 2005)

4) Recite (R-2)

Restating the answers in step 3 own words and then writing the response. In this step, students may write brief notes in their notebook for later review and study Journal of English and Education.

5) Review (R-3)

Scanning the taken notes and observing the relationship between both the main points and the supporting details. In this step, the students also write a summary about the text. As stated in Ganske, summarizing is one of the activities in activeness of good reader. This last step is useful for long-term remembering.

There are some activities in drawing on background knowledge, making prediction and inferences, asking questions, and summarizing and evaluating what have learned.²⁷

c. The Implementation of SQ3R Technique

Those activities are involved in SQ3R strategy. There are a number of activities in sustaining asking the students to take part in the teaching-learning Process, exciting their curiosity by provoking their participation, helping them to stay interested in the subject, and giving them some responsibility for themselves.²⁸

²⁷ Wright, Diana Brown. *SQ3R Reading Strategy*. Retrieved on November 21, 2020 from <http://www.pent.ca.gov/acc/SQ3Rmethodofstudy.pdf>

²⁸ Hedberg, Kristina. *Using SQ3R Method with Fourth Grade ESOL Students*. Retrieved on November 23, 2020 from http://gse.gmu.edu/research/tr/articles/sq3r_method/sq3r/

C. Conceptual Framework

The researcher designs the conceptual framework of this research by showing diagram below:

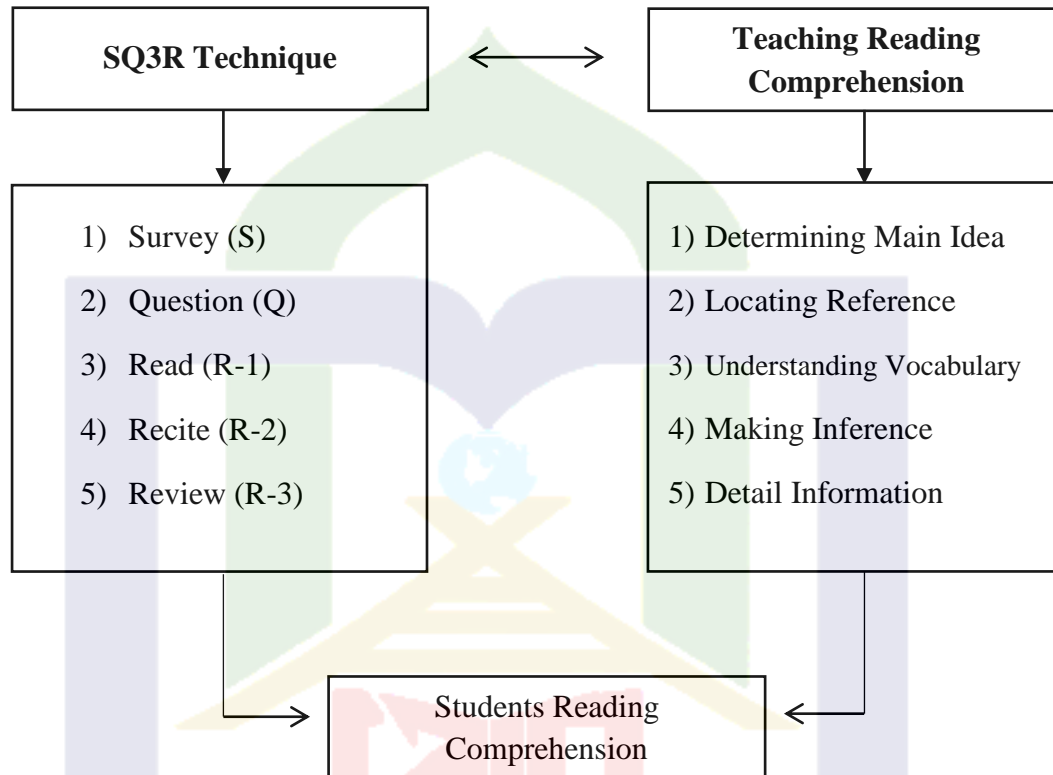


Figure 2.3 Conceptual Framework

Based on the conceptual framework design above, give a point of the diagram which research identified about the implementation of SQ3R technique and students achievement, the issue of the research is that SQ3R technique had been implemented in class.

D. Definition of Operational Variable

The definition operational is set to define variables operationally based on the characteristics of research variables that allow researchers to be carefully observe an object, as well as a limitation of research.²⁹

This research has 2 definitions operational namely:

1. This research limited the study about the students reading comprehension which refers to the theory in second chapter based on aspect of reading comprehension.
2. This research focused on students who already taught by SQ3R technique at class, it was implemented by the teacher previous meeting than comparing with non-implemented by that limited scope; the researcher took class VII 1 which already taught and VII 4 which non implemented.

²⁹ Marzuki, *Metodologi Riset*, (Yogyakarta: Hanindita Offset, 1983). P. 55

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Method

This research used descriptive quantitative method. This method identified deep information to have the answer of the research question. This method used to analyze the phenomenon by identifying number, graphic in research data.¹³ it used to answer the research questions about the students' reading comprehension after the implementation of SQ3R technique at seventh Grade of SMP Negeri 24 Barru. Quantitative research is procedures collecting number, graphic, diagram which descriptions of the phenomena under study.¹

B. Location and Time of the Research

This research located at SMP Negeri 24 Barru and the duration were 45 day including of analysis data. The location is determined by considering the school based on the issue of the research which had implemented the SQ3R technique.

C. Population and sample

1. Population

The population is the group of interest to the researcher, the group to which he or she would like result of the study to be generally able.² Meanwhile,

¹³L. R. Gay, *Educational Research: Competencies for Analysis & Application*. (USA: Charles E Merrill Publishing Company, 1976), p.138

¹Scout W, Vanderstoer and Deirdre Djohnston. *Research Methods for Everyday Life, Blending Qualitative and Quantitative*. (Jossey-Bass: San Fransisco, 2009), P.7

² L.R.Gay, *Educational Research: Competencies for Analysis and Application* (Ohio: Bell and Howell Company, 1981), p.86

according to the Nana Susana population is the total of all value about certain achievement concerning the horde of the object which is complete and clear that was learned and identifying the feature. From several definitions, it can be concluded that population is the whole or the whole object of the research that helps the researchers to collect data.

The populations in this study were the entire of second grade students of SMP Negeri 24 Barru. There were four classes in this school; which showed below:

Table 3.1 The Total of The Population

No.	Class	Number of Class
1	VII.1	19
2	VII.2	24
3	VII.3	23
4	VII.4	22
Total of students		76 students

2. Sample

The Sample followed total sampling technique, it used for effective sample which suggested by the teacher, there were two classes taken, one class that had been implemented SQ3R technique namely VII 1 and the VII 4 class for comparing class, so the sample of this research are 41 students.

D. Instrument of The Research

1. Test

Test given to students for questions or drills that used to measure the knowledge, intelligence, the ability from individual or group work.¹⁴

¹⁴Sugyono. *Metode Penelitian Kuantitatif & Kualitatif R & D*. (Bandung: Alfabeta, 2010),p.115

The researcher carry out reading test which focus on narrative text, it concludes that, students already taught by narrative text from the teacher, in this research. The test consisted of 40 questions by multiple choices and identifies several aspect score of each question.

Table 3.2 Research Instrument

Variable Test	Indicator	Number Item
Reading Comprehension	Determining Idea/Inferences	2,6, 9,15
	Locating Reference	4, 11,12
	Understanding Vocabulary	3, 13,10
	Detail Information	1, 7,8

E. Technique of Data Analysis

Data analysis is a process to find out and set result data from observation, interview, and other activity to increase the researcher information about the study and make easy to understand each other.⁶

After all of the data is collected, the researcher analyzes the data to answer the problem formulation in this study. And the techniques that the researcher used analysis of test;

1) Scoring Students" Correct Answer

The data of the researcher's test result for the students" answer by using the pattern as follow:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of question}} \times 100\%$$

⁶ Neong Muhajir. *Metodologi Penelitian Kuantitaif* (Yogyakarta: Rake Sarasin,1996), p.148

2) Classifying the Students' Scoring

The data of students' result (test) analyzed by using descriptive statistic. The students' score in the following criteria at the book that was written by Suharsimi and Arikunto that is modified as follow:

Table 3.3 the Classification of the Students Score

No	Score	Classification
1	80-100	Very good/Excellent
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ¹⁵

¹⁵Suharsimi Arikunto *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings is the result of the problems statmenet which focused on students reading comprehension and the differentiate among the students quality toward reading comprehension after the implementation of SQ3R technique at class. This research was conducted in several steps did by the researcher among the research, the instrument used for this research were reading test which consisted by 15 question multiple choice and also document for taking the comparing data. The researcher finally present the data in two section namely; the explanation of the students reading comprehension trough implementation of SQ3R technique at seventh Grade of SMP Negeri 24 Barru; the differentiate students reading comprehension among the class at seventh Grade of SMP Negeri 24 Barru.

According to the theory, this research used quantitative approach for this findings the data of the research, firstly, the researcher explain the result data of the students reading comprehension.

1. Students' Reading Comprehension trough SQ3R Technique
 - a. Description of Reading Comprehension class VII.1

Table 4.1 Students Reading Comprehension class VII.1

Class	Interval Score											
	<50		51-60		61-70		71-80		81-90		91-100	
	f	%	f	%	f	%	f	%	f	%	f	%
VII.1	2	11%	2	11%	2	11%	10	53%	3	16%	0	0%

Data (N/%)	19 Students / 100%
---------------	--------------------

The table above explained about the description of the students Reading Comprehension class VII.1 can be read as explained below:

- 1) Students whose score in interval of <50 were 2 students which 11%.
- 2) Students whose score in interval of 51-60 were 2 students which 11%.
- 3) Students whose score in interval of 61-70 were 2 students which 11%.
- 4) Students whose score in interval of 71-80 were 10 students which 53%.
- 5) Students whose score in interval of 81-90 were 3 students which 16%.
- 6) Students whose score in interval of 91-100 were 0 students which 0%.

Table 4.2 Accumulation of Students Reading Comprehension

No	Class	Mean	Max	Min	Category
1	VII.1	70.53	86.67	40.00	Good

The students' Students Reading Comprehension can be seen on table above which the mean of the students was 70.53 and the maximum score was 86.67 and minimum score was 40.00. The researcher related the score for Good Category.

b. Description of Reading Comprehension class VII.4

Table 4.3 Students Reading Comprehension class VII.4

Class	Interval Score					
	<50	51-60	61-70	71-80	81-90	91-100

	f	%	f	%	f	%	f	%	f	%	f	%
VII.4	1	5%	7	32%	5	23%	7	32%	2	9%	0	0%
Data (N/%)	22 Students / 100%											

The table above explained about the description of the students Reading Comprehension class VII.4 can be read as explained below:

- 1) Students whose score in interval of <50 were 1 students which 5%.
- 2) Students whose score in interval of 51-60 were 7 students which 32%.
- 3) Students whose score in interval of 61-70 were 5 students which 23%.
- 4) Students whose score in interval of 71-80 were 7 students which 32%.
- 5) Students whose score in interval of 81-90 were 2 students which 9%.
- 6) Students whose score in interval of 91-100 were 0 students which 0%.

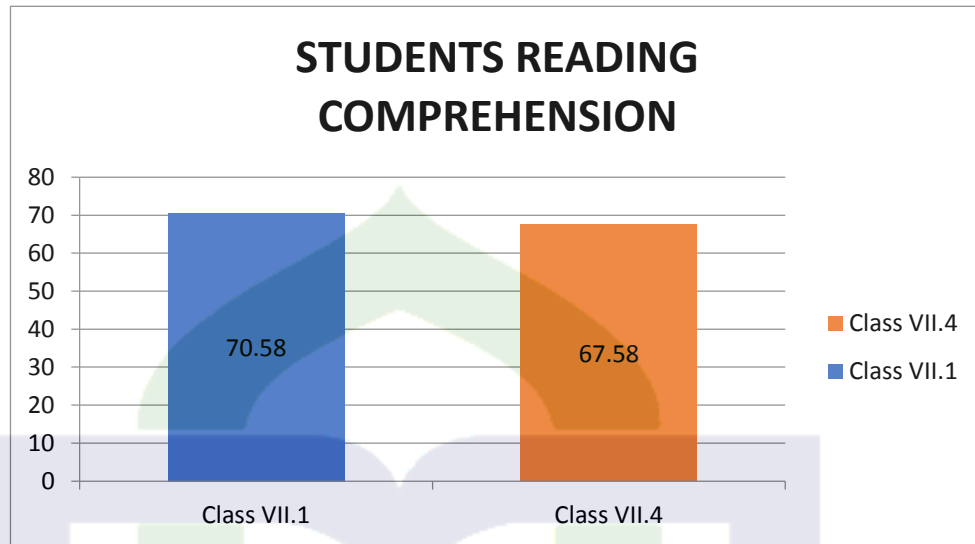
Table 4.4 Accumulation of Students Reading Comprehension

No	Class	Mean	Max	Min	Category
1	VII.4	67.58	86.67	40.00	Average

The students' Students Reading Comprehension can be seen on table above which the mean of the students was 67.58 and the maximum score was 86.67 and minimum score was 40.00. The researcher related the score for average Category.

The specific description of students' reading comprehension score which conducted from the test as instrument of the research. It showed below the diagram below:

Figure 4.5 Students Reading Comprehension



The diagram above was the explanation of the students reading score between two different classes, as we know that, diagrams are the graphic representation used to explain the relationship and connection between the parts of illustration on research.¹⁶ This diagram supported the result of the research for representative showed, it can be seen from the diagram that, the quality of students reading comprehension between two classes, the mean score of the class VII.1 was 70.53 is higher than mean score of class VII.4 which only get 67.58.

2. Differentiated students reading comprehension between Class VIII.1 and VII.4

This term explained specifically about the two different classes, which Class VII.1 has implemented SQ3R while class VII.4 has not implemented

¹⁶Umoquit, Burchet, *Systematic Review of The Use Diagram From Research*, (Cambridge:BioCentre,2011)

SQ3R. The data description explained above, this section only identified the significant differentiate.

Before doing the test, the researcher must done the pra-syarat of the differentiation test such normality test for both score:

a) Normality Test

Table 4.5 Normality test for Class VII.1
Uji Normal
One-Sample Kolmogorov-Smirnov Test

		Reading
N (VII.1)		19
Normal	Mean	70.5263
Parameters(a,b)		6
	Std. Deviation	21.0019
		0
Most Extreme	Absolute	.183
Differences		
	Positive	.140
	Negative	-.183
Kolmogorov-Smirnov Z		1.080
Asymp. Sig. (2-tailed)		.124

a Test distribution is Normal.

b Calculated from data.

Based on the table 4.6 the result data of reading score class VII.1 distributed normal (sig = 0.124 > 0.05). It can be sums that, the data is available for the next analysis.

Table 4.6 Normality Test for Class VII.4

One-Sample Kolmogorov-Smirnov Test

		Reading
N (VII.4)		22
Normal	Mean	67.5758
Parameters(a,b)		
	Std. Deviation	1.41302
Most	Extreme	Absolute
Differences		.222
	Positive	.150
	Negative	-.222
Kolmogorov-Smirnov Z		1.313
Asymp. Sig. (2-tailed)		.057

a Test distribution is Normal.

b Calculated from data.

The table 4.8 shows that Reading comprehension class VII.4 distributed normal which ($\text{sig} = 0.57 > 0.05$) It can be sums that, the data is available for the next analysis.

Table 4.7 Normalitas One-Sample Kolmogorov-Smirnov Test

Uji Normalitas One-Sample	Class VII.1	Class VII.4
Kormorov-Smirnov Test		
Kolmogorov-Smirnov Z	1,080	1,131
Asymp. Sig. (2-tailed)	0,124	0,057

b) Test Independent

Independent Samples T-Test									
							95% Confidence Interval		
		statistic	df	P	Mean difference	SE difference	Lower	Upper	Cohen's d
	Student's t	0.759	42.0	0.452	0.655	0.863	-1.09	2.40	0.229

Based on the table above, the application shows t-test (Students Reading) is 0.759 which value (P) is 0.452. Which value $P > 0.05$ so there is not any differentiate reading skill between class VII.1 Which taught By SQ3R and VII.4 which didn't taught by SQ3R.

B. Discussion

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of the respondents to find out the description of students' reading comprehension after the implementation of SQ3R technique at seventh Grade of SMP Negeri 24 Barru than comparing with non-implemented.

These sections were going to find out the answer of the research question mentioned in first chapter, which asked about the students' reading comprehension after the implementation of SQ3R.

1. Students' Reading Comprehension through SQ3R Technique.

SQ3R consists of five steps: Survey, Question, Read, Recite, and Review.¹⁷ Another explanation showed that. SQ3R is one of the principles for designing interactive reading techniques and also it helps readers become more active in their reading and retain information easily.¹⁸ The writer explained specifically the definition of the SQ3R technique which applied at class.

In addition, SQ3R helped students to concentrate and focus in doing their reading task. However, SQ3R cannot be applied independently to students who are not strong readers. It needs direct, intensive, and repeated instruction from the teacher. Thus, modeling and teacher support are required in applying SQ3R.¹⁹

Students may feel very attractive during the learning which followed the model of SQ3R at class, which also became the main method used by the teacher in previous semester. The quality of the students showed in various results, as we know that, students' skills must be relevant to the learning goals.

The real problems faced by most of students in relation to reading skills include determining the main idea of a paragraph, identifying the generic structure and answering comprehension questions of a text. They

¹⁷Grabe, W & Stoller, L. F. *Teaching and Researching Reading*. Harlow: Pearson Education. (2002).

¹⁸Apandi, Saepul. (2011). *Teaching Reading by SQ3R Technique to the Second Year of Junior High School Students*. Universitas Indraprasta PGRI. Retrieved on November 22

¹⁹Hedberg, Kristina.. *Using SQ3R Method with Fourth Grade ESOL Students*. Retrieved on November 21, 2020

also cannot do their exercises or evaluation exactly in the time determined by the teacher. Hence, the students need an extra time to finish their works. These problems were identified by the researcher based on the pre-observation of teaching and learning process in the classroom and the result of students' works of both exercise and evaluation.

The researcher finds that the students get the problems not only because they find unfamiliar word(s), then, they are wasting time to open the dictionary or ask their friends about the meaning of the word(s), but also because they cannot comprehend the content of the text.

Second of all, the students have to read and answer the question related to the text as fast as possible. For this reason, the researcher considers that lecturers of English should be able to motivate the students in order that they can capture messages conveyed by the text.

Nowadays, there are many students who ignore reading activities in their daily life, in fact, most of students are very lazy to read a book, they will only read book on their duty at school when they need to finish their homework, it will impact on their background knowledge. It impact to the quality of the students toward reading skill, the students in this research subject are very low in comprehending English text, it was assumed from the pre observing at school.

One of the strategies in teaching reading comprehension is SQ3R. SQ3R (*survey, question, read, recite, and review*), developed by Robinson, is one of the reading strategies which provides students with a systematic approach presenting a detailed step-by step outline of what readers should

complete and accomplish while reading SQ3R makes students responsible for guiding themselves in reading texts, and also it promotes purposeful and active involvement to students in reading texts.

The modeling from the teacher follows the five steps of SQ3R: survey, question, read, recite, and review. The ages of the eight grades as the sample in this research were about 13 years old which means that they are young learners.²⁰ Young learners are children whose ages are under 14 years. Further, it differentiates young learners into younger children (7-8 years old) and older children (12 to 14 years old). Sustaining motivation in learning is problematic, especially for young learners. Thus, as a teacher, it is important to help students to sustain their motivation.²¹

The result of the students reading comprehension description above is explaining about the complex result, the researcher showed the data with very completed explained the students quality among such students, the students reading quality may be seen at the result which showed the average score, which explained that, average score was the maintenance score which really important to be read, the average may determine the result of the quality of certain condition. This description showed 70.52 in averages which category in good performing.

Another fact result showed from the maximum score, which also stated that, maximum score may determine the students' quality; the highest

²⁰Nuttal, Christine.. *Teaching Reading Skills in a Foreign Language*. (Great Britain: The Bath Press, 1989)

²¹Cameron, Lynne. *Teaching Language to Young Learners*. United Kingdom: Cambridge University Press, 2005)

score students get the good performing it result. It showed that maximum score in 86.67 which category in very good performing. This result may contain that, students who had learnt reading by SQ3R technique in result showed good performing toward the result of the test.

Student who loves reading will spends a lot of time in reading activity and also has ability to write well. By reading, students can improve their vocabulary and writing skill. On the opposite, a student who has low reading ability will find difficulty in learning process because they don't have many experiences in facing English text.

The students must practice reading a lot, and use certain strategies. The student's ability on understand the text depend on their ability to use strategy to understand what the writer say. It means that strategy helps the students to comprehend the text they read. Reading article text strategies as general strategies divide into four types. Those are skimming, scanning, extensive and intensive readings.⁵

Another result of students' description in reading comprehension was the description of the students score whose class had no-implemented by SQ3R that class VII.4, which means in comparing score, It showed that, the students reading quality may be seen at the result which showed the average score, which explained that, average score was the maintenance score which really important to be read, the average may determine the result of the

⁵Nuttal, C, *Teaching Reading Skill in a Foreign Language*. (London: Heinemann Educational Books, 1982), p.132.

quality of certain condition. This description showed 67.57 in averages which category in average performing.

Another fact result showed from the maximum score, which also stated that, maximum score may determine the students' quality; the highest score students get the good performing it result. It showed that maximum score in 86.67 which category in very good performing. This result may contain that, students who had no learnt reading technique in result showed good performing toward the result of the test. But cannot be determined for good performing because the average in low score.

The researcher concludes that, students description in reading comprehension showed different score, which both of the class showed that, class VII. 1 in 70.52 mean score categories as good performing while class VII.4 in 67.57 mean score categories as average performing.

2. Differentiated between Students Reading Comprehension Among the Classes.

There are many students who ignore reading activities in their daily life, in fact, most of students are very lazy to read a book, they will only read book on their duty at school when they need to finish their homework, it will impact on their background knowledge. It impact to the quality of the students toward reading skill, the students in this research subject are very low in comprehending English text.

The students which showed the description above at findings was the score conducted in instrument spreading to the students in different classes,

This explanation answered the research question about the student reading comprehension through implementation of SQ3R technique while comparing with non-implemented at the seventh Grade of SMP Negeri 24 Barru, the researcher conducted several tests before knowing whether there was a differentiate between the students reading comprehension between class VII.1 and class VII.4.

Furthermore, the researchers carried out the normality test where the test aims to determine whether the data is normally distributed or in other words the normality test was a test to determine whether the data obtained from the field or in accordance with a certain theoretical distribution. Many researchers assume that if a lot of data or samples were more than 30, then the data can be said to be normally distributed, but in reality this is not always the case because sometimes even though the number of samples has reached hundreds, the data can still not be normally distributed.

The researcher tried to test whether the data that the researchers get in the field really has a normal distribution. From the results of the normality test it was found that the Class VII.1 get score which ($\text{sig} = 0.124 > 0.05$) and class VII.4 get score which ($\text{sig} = 0.057 > 0.05$) can be said that the data normally distributed.

Comparing to the previous research that from Mila Siti Masruroh SQ3R Implementation In Teaching Reading Comprehension A Case Study Of Eight Grade Students At One State Mts In Sumedang. This research aimed to describe the implementation of SQ3R in implementation of SQ3R. Moreover, it examined the benefits of SQ3R in teaching reading

comprehension in Indonesia. This research used a qualitative case study conducted at one State MTs in Sumedang. It involved one class of the eighth grade which consists of 30 students. The data were collected through observation, interview, and document analysis. The data from the three instruments were analyzed qualitatively. The results of this research showed that the implementation of SQ3R helped the students to comprehend English texts. The students also responded the implementation of SQ3R positively. They focused while reading English texts by using SQ3R. They were also interested and enthusiastic in doing the tasks. In addition, SQ3R helped them to write questions from the texts, to rewrite the information by their own words, to write a report or a summary about the texts, and to enrich their vocabularies. In conclusion, SQ3R helped the students in reading English texts. Therefore, SQ3R is recommended to be implemented in teaching reading comprehension.

After the researcher tested the data normally status, Furthermore, the researcher conducted a regression test either to identify the differentiate of the class VII.1 and VII 4. The T-Independent test is a study of the differentiate between one variable, namely the explained variable (dependent variable) with one or more variables, namely the independent variable. If there is only one independent variable, the regression analysis is called simple regression. Based on the data above, the application shows t-test (Students Reading) is 0.759 which value (P) is 0.452. Which value $P > 0.05$ so there is not any differentiate reading skill between class VII.1 Which taught By SQ3R and VII.4 which didn't taught by SQ3R.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows:

1. Students' Reading Comprehension through SQ3R Technique.

The result which showed the average score showed 70.52 in averages which category in good performing and result of students' description in reading comprehension was the description of the students score whose class had no-implemented by SQ3R that class VII.4, which means in comparing score, It showed that, the students reading quality may be seen at the result which showed the average score, which explained that, average score was the maintenance score which really important to be read, the average may determine the result of the quality of certain condition. This description showed 67.57 in averages which category in average performing.

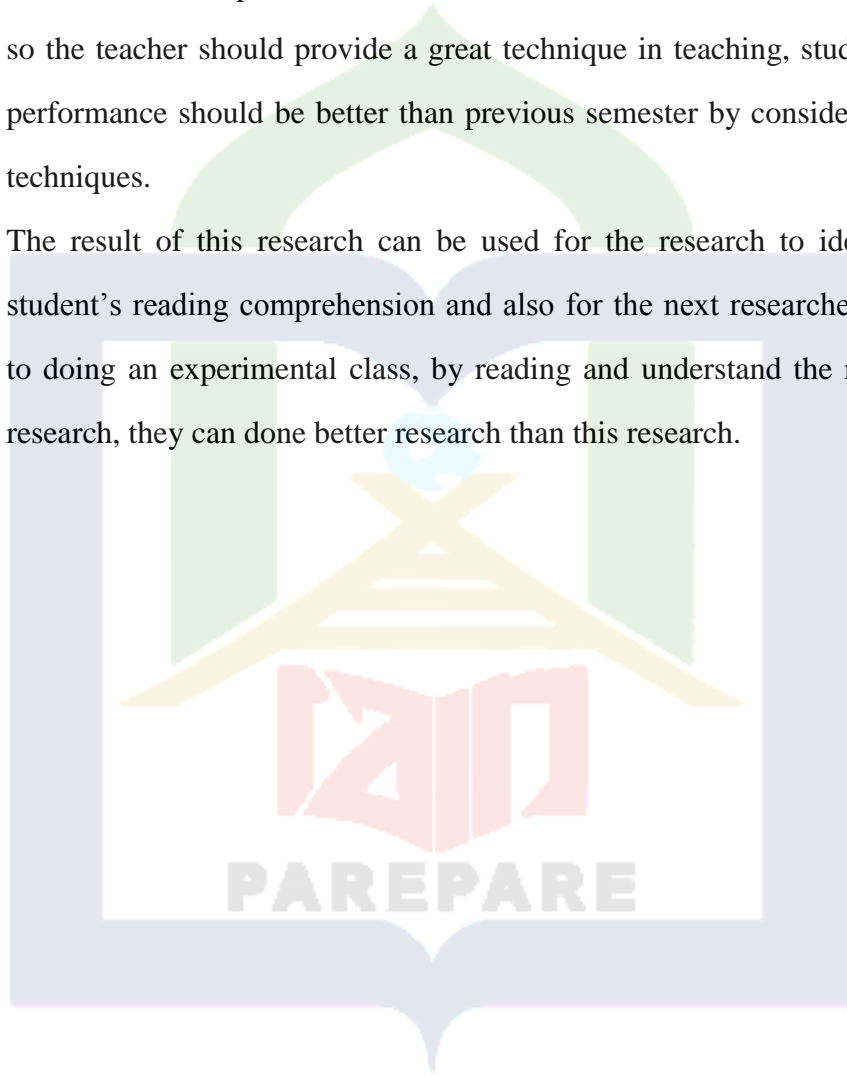
2. Differentiated between Students Reading Comprehension among the Classes.

The student reading comprehension through implementation of SQ3R technique while comparing with non-implemented showed that there was a differentiate between the students reading comprehension between class VII.1 and class VII.4. The application shows t-test (Students Reading) is 0.759 which value (P) is 0.452. Which value $P > 0.05$ so there is not any differentiate reading skill between class VII.1 Which taught By SQ3R and VII.4 which didn't taught by SQ3R.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The Teacher is a person who can influence the students in reading activities, so the teacher should provide a great technique in teaching, students reading performance should be better than previous semester by considering the best techniques.
2. The result of this research can be used for the research to identifying the student's reading comprehension and also for the next researcher who wants to doing an experimental class, by reading and understand the result of this research, they can done better research than this research.



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Appendix 1 : Test Form

Nama Siswa :

Kelas :

NIS :

Silahkan dibaca dan dijawab pertanyaan dibawah ini

The text is for questions number 1 to 5.

Why Do Mosquitoes Buzz ?

Long, long ago, Mosquitoes didn't buzz, they talked and talked.

One day, Mosquito was talking to Iguana, telling him about his vacation, Mosquito would not let Iguana say one word. Iguana was so annoyed that he walked away, leaving Mosquito still talking. Iguana grumbled and waved her tail.

She was still grumbling when she passed her friend, snake, and forgot all about saying "hello". Snake was feeling hurt. He felt so sad that he slithered down a rabbit's hole.

"Help!" yelled rabbit as she scurried out hole, terrified of Snake.

"What's wrong?" cawed crow as he saw rabbit racing. Danger must be near. "Run for you lives!" cawed crow.

Monkey heard crow's warning and took off through the treetops. Leaping branch to branch. When monkey landed on the owl's branch, high up in a leafy tree, owl's nest tripped off the branch and fell to the ground, breaking owl's eggs. The owl was heartbroken, so much that she didn't hoot for the sun to come up.

The whole jungle was mad at Mosquito. Finally owl hooted for the sun to come up and when it did, mosquito lost his voice. All he could do was buzzing in everyone's ears, "Zzzzz! Is everyone still mad at me?"

1. How many participants are there in the story?
 - a. Five
 - b. Six
 - c. Seven
 - d. Eight

2 What does the second paragraph tell us about?

- a. Iguana wanted to tell his story
- b. Mosquito didn't want to tell story
- c. Mosquito was tired telling his story
- d. Iguana was fed up with the story

3. What does the word 'grumbling' mean?

- a. Thinking
- b. Expressing
- c. Giving
- d. Complaining

4. Whose voice had made the monkey go crazy?

- a. The rabbit
- b. The iguana
- c. The snake
- d. The crow

6. Why did the owl feel very sad?

- a. She couldn't hoot
- b. She didn't have nest
- c. She lost all her eggs
- d. She was angry

The text is for questions number 7-10

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephants herd was totally set free. They danced with joy and thank the rats.

7. What the type of text is the above text?

- a. A narrative text
- b. A description text
- c. An anecdote text
- d. An expository text

8. What destroyed the homes of all rats?

- a. A group of mice did
- b. The hunter did
- c. Elephant-hunter did
- d. A group of elephant did

9. What helped the elephant's herd free?

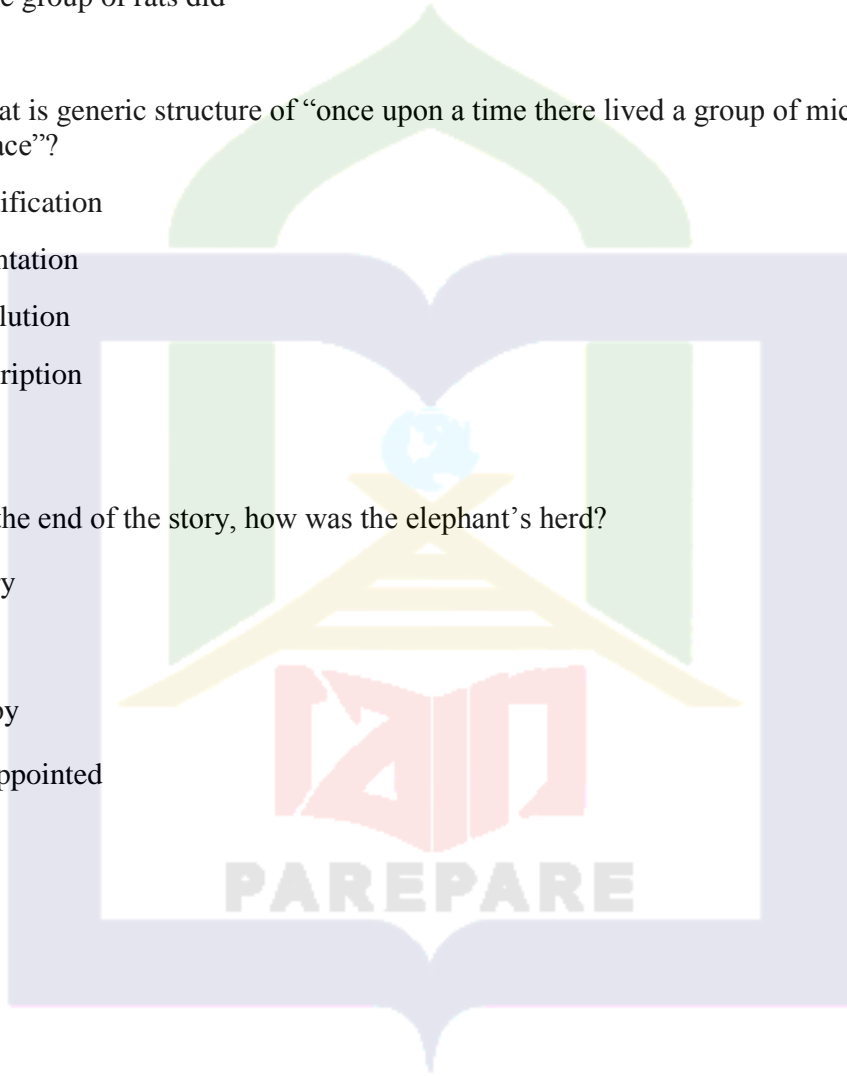
- a. The elephant-hunter did
- b. The hunters did
- c. The trapped elephants did
- d. Entire group of rats did

10. What is generic structure of "once upon a time there lived a group of mice under a tree peace"?

- a. Identification
- b. Orientation
- c. Resolution
- d. Description

11. At the end of the story, how was the elephant's herd?

- a. Angry
- b. Sad
- c. Happy
- d. Disappointed



The text is for questions number 12-15.

One day, the man was going to go home and found there was an egg and glittering. When he took it up, it was as heavy as lead and he was going to throw it away, because he thought a trick had been played upon him. But he took it home on a nest, and soon found to his delight that that is was goose. Every morning golden eggs occurred and he soon became rich by selling its eggs. As he grew rich he grew greedy and thought to get at once more th goose could give. He killed the goose and opened it only find nothing.

12. Why did the man want to throw away the egg? Because..

- a. He thought it was not useful for him
- b. He thought it was a trick played upon him
- c. He thought it was only an egg
- d. He thought he didn't want it

13. One day, the man was going to go home and found there was an egg and glittering. This paragraph is called..

- a. Complication
- c. Orientation
- b. Resolution
- d. Evaluation

14. Why did the man kill the goose?

- a. He became greedy and wanted more eggs
- b. He was angry with the goose
- c. He did not want the goose again
- d. He was so disappointed with the goose

15. What can you learn from the story?

- a. Be patient
- b. Don't be greedy
- c. Life is useful
- d. Work hard if you want to be success



Appendix 2 : Test Form Result

No	Nama Siswa Kelas VII 1	SOAL															SKOR	TOTAL SKOR	AVERAGE	KETERANGAN		
		PILIHAN GANDA																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15						
1	Agus	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	13	86.67	<50	2
2	ahmad rafli	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	12	80.00	51-60	2
3	aldiansyah	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	11	73.33	61-70	2
4	aprina caesa	0	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	9	60.00	71-80	10
5	darwis	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	11	73.33	81-90	3
6	hajra	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	0	1	11	73.33	91-100	
7	hasra	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	1	11	73.33		
8	hastina	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	13	86.67		
9	irma	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	11	73.33		
10	kirana citra	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	11	73.33		
11	laudia	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	0	10	66.67		
12	marsa	0	1	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	10	66.67		
13	monika	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	13	86.67		
14	nur afni	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	11	73.33		
15	nurmalinda	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	11	73.33		
16	rafna	1	1	0	1	0	1	0	0	1	1	1	1	0	1	0	1	0	9	60.00		
17	reski aditia	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	11	73.33		
18	rio febrian	0	1	1	0	0	1	1	0	1	0	0	0	1	0	1	0	1	7	46.67		
19	riyal ryanda	0	0	0	1	0	1	1	0	0	0	0	0	1	1	1	1	1	6	40.00		
																	Average	10.58	70.53			
																	Max	13	86.67			
																	Min	6	40.00			

No	Nama Siswa Kelas VII 4	SOAL PILIHAN GANDA															SKOR	TOTAL SKOR	AVERAGE	KETERANGAN		
		PILIHAN GANDA																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15						
1	Syalua zolabilah	0	0	1	0	1	1	1	1	0	1	0	1	1	0	1	1	0	9	60.00	<50	1
2	Gita Zerlindah Aprilia	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	12	80.00	51-60	7
3	Nur Alyia	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	10	66.67	61-70	5
4	Anira Febriyanti	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	12	80.00	71-80	7
5	Imamul Abdullah miqdam	0	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	9	60.00	81-90	2
6	Dian Sri Annira	0	0	1	1	0	0	0	0	1	0	1	1	1	1	1	1	1	8	53.33	91-100	
7	Widya Tri Annira Putri Aziz	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	11	73.33		
8	Airin Dui Ariortya	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	11	73.33		
9	Andi alya	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	13	86.67		
10	Fatihah Nur Fauziah	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	13	86.67		
11	Runyanzi Gracelia	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	12	80.00		
12	Andi Karina	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	9	60.00		
13	Muh Alfhian Burli	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	11	73.33		
14	Nala Zahran Rukmacya	1	1	1	0	0	1	0	0	1	1	1	0	1	0	1	0	1	9	60.00		
15	Dauli Ayu Lertari	1	1	1	0	0	0	0	0	1	0	1	0	0	0	1	0	1	6	40.00		
16	Nadhifa Putri Khaylila	0	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	11	73.33		
17	Siti Firmadani Hijriyah	1	1	1	0	0	1	1	0	0	0	1	1	0	1	1	1	1	9	60.00		
18	Muhammad Reihan	0	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	10	66.67		
19	Rozky Kartika Januarani	0	1	0	1	1	1	0	1	0	1	0	0	1	1	0	1	0	8	53.33		
20	Arnelia Surya	1	0	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	10	66.67		
21	Reqita Suti Cahyani	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	0	1	10	66.67		
22	shelvi	1	0	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	10	66.67		
																	Average	10.14	67.58			
																	Max	13	86.67			
																	Min	6	40.00			

Appendix 3 : Documentation









PEMERINTAHAN KABUPATEN BARRU
DINAS PENANAMAN MODAL,
PELAYANAN TERPADU SATU PINTU DAN TENAGA KERJA
Mal Pelayanan Publik Masiga Lt. 1-3 Jl. Iskandar Untu Telp. (0427) 21662, Fax (0427) 21410
<http://www.barrukab.go.id> e-mail: barrudpmtgpk@gmail.com Kode Pos 90711

Barru, 19 Mei 2021

Nomor : 225/IP/DPMPTSPTK/V/2021
Lampiran :
Perihal : Izin/Rekomendasi Penelitian

Kepada
Yth. Kepala UPTD SMPN 24 Barru
di-
Tempat

Berdasarkan Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Pare-Pare Nomor B 1226 / In 39.5 /PP 00 9/05/2021 tanggal 07 Mei 2021 perihal tersebut di atas, maka Mahasiswa/i / Peneliti / Dosen / Pegawai di bawah ini

Nama : SUNARTI
Nomor Pokok : 16.1300.122
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa (SI)
Alamat : Batupute Desa Batupute Kec. Soppeng Rinja Kab. Barru

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal 19 Mei 2021 s/d 03 Juli 2021, dalam rangka penyusunan Skrripsi, dengan judul

STUDENTS READING COMPREHENSION THROUGH SQ3R TEACHNIQUE AT SEVENTH GRADE OF SMP NEGERI 24 BARRU

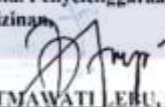
Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat,
2. Penelitian tidak menyimpang dari izin yang diberikan,
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat,
4. Menyerahkan 1(satu) eksemplar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal, Pelayanan Terpadu Satu Pintu dan Tenaga Kerja Kabupaten Barru,
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara(i) untuk memberikan bantuan fasilitas seperlunya

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya

a.n. Kepala Dinas,
Kabid. Penyelenggaraan Pelayanan
Perizinan


FATMAWATI LEBU, SE
Pangkat : Pembina, IV/a
NIP. 19720910 199803 2 008

TEMBUSAN : disampaikan Kepada Yth.

1. Bupati Barru (Sebagai Laporan);
2. Kepala Bapedda Kab. Barru;
3. Kepala Dinas Pendidikan Kab. Barru;
4. Wakil Dekan I Fakultas Tarbiyah IAIN Pare-Pare
5. Mahasiswa yang bersangkutan;
6. Pertinggal.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare, SULTAN MUHAMMAD SALAFudin, email: mail@iainpare.ac.id
PO Box 909 Parepare 91109 website: www.iainpare.ac.id

SURAT KELAYAKAN MENGIKUTI UJIAN MUNAQASYAH
NOMOR : B 1854/In 39 5 1/PP.00 9/07/2021

Yang bertanda tangan di bawah ini, Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri Parepare menyatakan bahwa :

Nama : Sunarti
NIM : 16.1300.122
Semester : Sepuluh)
Fakultas : Tarbiyah
Prodi : PA/PBA/PBI/PIAUD/TIPS/MPi*

Yang bersangkutan telah menempuh Seminar Proposal dan Ujian Komprehensif dan dinyatakan LULUS dengan nilai sebagai berikut.

NO	KEGIATAN	NILAI		TANGGAL PELAKSANAAN
		Angka	Huruf	
1	Seminar Usul Penelitian/Proposal	80.00	A	04 Mei 2021
2	Ujian Komprehensif	74.20	B	30 November – 03 Desember 2020

Oleh karena itu, yang bersangkutan dinyatakan layak mendaftar untuk mengikuti ujian munaqasyah skripsi setelah memenuhi syarat-syarat administrasi lain yang ditetapkan.

Demikian surat ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 27 Juli 2021

Wakil Dekan I,

Muh. Dahlan Thalib



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 106 Sorong Parepare - 91111 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91109 website: www.iainparepare.ac.id email: mad@iainparepare.ac.id

SURAT KELAYAKAN MENGIKUTI UJIAN MUNAQASYAH
NOMOR : B 1854/tn 39 5. 1/PP.00 9/07/2021

Yang bertanda tangan di bawah ini, Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri Parepare menyatakan bahwa :

Nama : Sunarti
NIM : 16.1300.122
Semester : Sepuluh)
Fakultas : Tarbiyah
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		Angka	Huruf	
1	Seminar Usul Penelitian/Proposal	80.00	A	04 Mei 2021
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Demikian surat ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 27 Juli 2021

Wakil Dekan I,

Muh. Dahlan Thalib

CURRICULUM VITAE



Sunarti, the writer was born on February Mei 11th 1998 in Nepo South Sulawesi. She is the seventh Child from seven children in her family, her father's name is Lancong and Her mother's name is Sibollo. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2004-2010 at SD Inpress Nepo, and graduated on 2010, while at the same year she study in SMPN 3 Mallusetasi and then continued her study in SMAN 1 Mallusetasi and graduated on 2013. Then continued hers study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title *“Student's Reading Comprehension through SQ3R at Seventh Grade of SMP NEGERI 24 Barru”*