**CHAPTER I**

**INTRODUCTION**

1. **Background of the Research**

Reading is a set of skill that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed word and also comprehend what we read.[[1]](#footnote-2) Reading is one of the important skills in English. Reading plays a role in understanding any written texts in order to get some information from the texts. As we know reading can help us to know everything. Reading can give us much knowledge. So, reading is important for us, especially students in education.

The comprehension toward the reading materials is the main goal, but the fact shows that the majority of the students are not competent to comprehend English well. According to Cornoldi& Oakhill in Natalie, *Comprehension,* in ability to derive meaning from the text is the ultimate goal of reading and good reading comprehension is the most critical element in school learning.[[2]](#footnote-3)Most of students in Indonesia have difficulties in comprehending English texts although they have studied English since they were in elementary schools.

Students need to have a good reading comprehension especially for students in SMA NurulIslahPetir ispurposively chosenasaresearchsetting becausethe writerhad observedthatthestudents had difficulties to understand the content of the text. Most of them had limited knowledge to master reading skill. They were unable to understand the purpose of the text because they were unable to comprehend the text and lacked of vocabulary.The secondreasonwas the teachers have to be able to help the students to read and comprehend the text. The teacher need to lead the students to know the purpose of the text, how the sentences are connected each other in order to comprehend the content of the text. Mostly teachers when they taught reading skill they asked the students to read the text and answer the question from the text then, correct it. This teaching method makes the condition of the class bored. The teacher needs to make the students to be more active in comprehending the text.

And for the result the teaching learning process reached, the teachers need a special technique, strategy and method. The purpose of using them is to make the students easy to learn and understand the lesson. Besides making the student easier to comprehend, using a method in comprehending a text can make the teaching learning process more effective and make the students more active. There are so many methods to interact and improve the achievement of students reading comprehension. To improve the reading skill the writer is going to use SQ3R method.

SQ3R is a active reading method for extracting the maximum amount of benefit from reading time, the learning process would be done in five steps, they are survey, question, read, recite, and review in reading. This method helps the students to organize the structure of a subject in their mind, helps the students to set study goals and separate important information. The main point of this method is the students will perhaps have high motivation because they are given a chance to be active in teaching learning process. In applying this method, the teacher teaches the students with five varieties of specific comprehension strategies: survey an idea of text; read the title, main heading and subheading of the text; and take a note the words italic or bold found in the text, give question about what has been surveyed, read the text to find the answer, recite to respond the answer of questions using own word,review and memorize all of the materials of the text.

Considering the facts above, the researcher believes that one of the effective ways is by using SQ3R method to improve reading comprehensionthat will help students to solve their reading problems through the well organized reading process, guidelines, and also feedback. It will make their reading process easier and make them able to comprehend the text well. The researcher wants to conduct anexperimental in reading comprehension in news item text entitled: TheEffectivenessof SQ3R Method in News Item TextReading Comprehension(An Experimental Research at the first Grade SMA NurulIslahPetir kab. Serang).

1. **Identification of the Problems**

Based on the observation by the researcher and supported by interviewing teachers at the first grade at SMA NurulIslahPetir. It can be identified that the problems of students in language learning as follow:

1. Students get the difficulties to understand the content of the text.
2. Students need the interesting method so that they can understand the subject easier and enjoyed.
3. Students do not have sufficient vocabulary mastery to comprehend from the text.
4. **Limitation of the Problem**

The research is focused at the first grade of SMA Nurul Islah Petir-Serang Academic year 2016-2017.Problem focus of this research is “theeffectiveness of SQ3R method in news item textreading comprehension.”

1. **Statements of the Problems**

Based on the background of study above, the research problems on this research can be formulated as follow:

1. How is SQ3R method students’ reading comprehension in news item text at the first grade SMA NurulIslah?
2. How is SQ3R method applied in teaching reading comprehension?
3. How is the effectiveness of using SQ3R in news item text reading comprehension?
4. **Objectives of the Research**

Objectives of the study need to be formulated in order to know the result of the study.

The objectives of the study are:

1. To know SQ3R method students’ reading comprehension in news item text at first grade of SMA NurulIslah
2. To explore the application of SQ3R method in teaching reading comprehension
3. To know effectiveness of using SQ3R in news item text reading comprehension
4. **Importance of the Research**

The result of this research can contribute some benefits to researcher, teachers and students. There are three categories of the important of the research:

1. Researcher
2. It can be used as a reference method for the future and the researcher can use this method to improve his skill incomprehending the text
3. It can add insight for writer.
4. Teacher
5. It can be used as an input for teacher in the teaching.
6. This methodcan be used in teaching learning.
7. Students
8. Students get problem solving to understand the content of the text.
9. Students are more motivated. Motivation has importantresponsibility in comprehension.
10. it will help students to increase theirreading comprehension in text using different techniques, especially innews item text.
11. **Organization of Writing**

The paper consists of five chapters are follow:

Chapter one discusses about an introduction that concludes about the background of the research, identification of the problems, limitation of the problem, statement of the problems, objectives of the problems, importance of the research, and organization of writing.

Chapter two explain about theoretical review include: definition of reading, purpose of reading, type of reading, definition of comprehension, definition of reading comprehension, reading comprehension strategies, definition of news item text, generic structure of news item text, definition of SQ3R method and the application of SQ3R method in reading comprehension.

Chapter three discussed about research methodology, include: place and time of research, the population and sample, the method of research,the research instrument,the technique of data collectingand technique of data analyzing.

Chapter four discussed about result of the study that contains of description of data, analyzing the data and interpretation of data.

The last chapter is chapter five discussed about conclusion and suggestion of the research. It followed by references and appendices.

**CHAPTER II**

**THE TEORITICAL REVIEW**

1. **Reading**

Definition of Reading

Allah said in the Qur’an about the command to read:

*Read! In the Name of your Lord, who has created (all that exists).Has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous. Who has taught (the writing) by the pen (the first person to write was Prophet Idrees (Enoch). Has taught man that which he knew not.k (Al-alaq 1-5)*.[[3]](#footnote-4)

Reading is the window of knowledge”. Moreover in Holy Qur’an, God command us to read (Al-Alaq: 1 – 5). So, reading is important for us, especially students in education.

Reading is an *interactive process* that takes place between the text and the reader’s processing strategies and background knowledge. To read, weneed to master a set of word-level skills, which we will call *bottom-up skills.* These skills combine to allow us to be able to decode connected text.[[4]](#footnote-5) According to Jack Richards reading perceives a written text in order to understand its context.[[5]](#footnote-6) However reading is a way in which something interpreted or understood. Reading, it does not mean that reading only understands the words or the grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English.Reading is the ability to know meaning from the printed page and interpret this information appropriately.It means the reader can get informationappropriately after read the book.Based on Ilzamudin Ma’mur book, Bartoli and Botel argue that reading is:

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“… a process that involves the orchestration of the reader’s prior experience and knowledge about the world and about the language. It involves such interrelated strategies as predicting, questioning, summarizing, determining meanings of vocabulary in context, monitoring one’s own comprehension, and reflecting. The process also involves such affective factors as motivation, ownership, purpose, and self-esteem. It takes place in and is governed by a specific context, and it dependent on social interaction. It is the integration of all these process that accounts for comprehension. They are not isolable, measurable sub factors. They are whole holistic process for constructing meaning”.[[6]](#footnote-7)

From several definitions above, the writer concludes that reading is one activity of getting information from reading materials to comprehending the text well. In other word, if we want to understand something we must read.With reading we can get more knowledge or information from the text. It is mean that reading is important to learn for us.

Purposes of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Grabe W, he defines the purpose of reading into several points, they are as follows:[[7]](#footnote-8)

1. Reading to search information
2. Reading to skim quickly
3. Reading to learn (from text)
4. Reading to write (or search information needed for writing)
5. Reading to analyze the text
6. Reading for general information.

Based on the theories above, the writerconcludes that the purposes ofreading needa special attention. It is not surprised if reading is one of the importantskills in learning foreign language.

Types of Reading

According to Brown there are four types of reading performance are typically identified:comprehend what we read.[[8]](#footnote-9)

1. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letter, words, punctuation, and other graphemic symbols.
2. Selective, in other to ascertain one’s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc.
3. Interactive, included among interactive reading types are stretches of language several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text.
4. Extensive reading is applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

In summary, type of reading to make students aware of these different type of reading and useful to provide an awareness raising lesson to help them identify reading skills they already apply when reading in their native tongues. Thus, when approaching an English text, students first identify what type reading skill needs to be applied to the specific text at hand.

1. **Comprehension**
   * + 1. Definition of Comprehension

Comprehension is the active process of constructing meaning from text, it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.[[9]](#footnote-10)Comprehension is the process of making sense of word, sentences and connected text in understanding.

Comprehension is not always effortless and fast, of course when beginning readers struggle over individual words, reading is slowed to near halt and deeper levels of comprehension are seriously compromised.[[10]](#footnote-11)So the result of what we read is comprehension.

Comprehension is expected to improve to the extent that they can enact the procedures or at least form visual images of the objects and actions. Readers who have the methacognitivestrategy of grounding the entities and events mentioned in the text are expected to show comprehension advantages over those who do not bother taking such extra cognitive steps.[[11]](#footnote-12)

From several definitionabove, the writer concluded that comprehension is active process and not only cognitive competence or understanding the knowledge but also ability to grasp something mentally. Because it is not easy to understand the difference between idea and fact, beside the definition that show us that comprehension is the main modal in reading skill order to understand the whole of the text.

1. **Reading Comprehension**

Definition of Reading Comprehension

According to Klinger “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.[[12]](#footnote-13)One of the goals Reading is comprehension.Reading can helppeople to improve their comprehension. Comprehension isthe identification of the intended meaning of written or spoken communication.[[13]](#footnote-14)So the result of what we read is comprehension. Agood reader will get comprehension when they read.

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should able to recall information after word.[[14]](#footnote-15)Reading comprehension seems to involve language, motivation, perception, concept development, the whole of experience itself. Reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. Reading is also a comprehending process.

The writer concludes that reading comprehension is some activities to understand what has been read. It is an active, thinking process that depend not only one comprehension skills but also on the students experience, because there is any interaction between the reader and the text itself, or in the other words, comprehension is a process by which the reader construct meaning by interacting with the text.

Reading Comprehension Strategies

Teachers can teach students to help them become purposeful to comprehend the text with reading comprehension strategies. Good readers are effective users of reading comprehension strategies when they work with text. According to Namara, Reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.[[15]](#footnote-16) The comprehension in reading process can be reached when the reader knows whichstrategy and skills that needed to be used for the text type and understand how to usethem.

According to Perencevich offer the following instructional recommendations for reading comprehension.[[16]](#footnote-17)

1. Activating background knowledge

Effective meaning instruction is enhanced by the amount of knowledge the reader already has about the topic.

1. Question answering

Students answer question posed by the teacher and receive immediate feedback

1. Self – questioning

Students ask themselves question about various aspects of an informational texts of story.

1. Searching

Students are taught how to search information in the text.

1. Explanation and elaborative interrogation

Students are taught to explain information to themselves and others and ask why question about text material

1. Summarizing

Students are taught to generate ideas and generalize from the text information.

1. Using graphic organizer

Students make graphic representation of material.

1. Teaching story grammar

Students learn how to use the structure of the story texts (moral, plot, obstacles, etc.) as a means of helping them recall story content in narrative.

Based on reading comprehension strategies above, the writer conclude these reading comprehension strategies help make the reader connection between the text and what they already know.

1. **News ItemText**

Definition of News Item Text

A news item text is to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.[[17]](#footnote-18)News item text gives the reader information related the news or tragedy that happen in a day.Communicative purpose of news itemtext is to inform the readers or listeners of the detail of events, accidents or incidents that the happened.

Generic Structure of News Item Text

1. Newsworthy Event(s): recount the event in summary form.
2. Background events: elaborate what happened, to whom, in what circumstances.
3. Sources: comment by participants in, witnesses to and authorities expert on the event.[[18]](#footnote-19)

Every text has different characteristic. News item also has several language features,which are as follows:[[19]](#footnote-20)

1. Short, telegraphic information about story captured in headline
2. Use of material process to retell the event
3. Use projecting verbal processes in sources stage
4. Focus on circumstances (in the text below, mostly with Qualifiers)

Theexplanation above has explained about generic structure and language feature. It used to identify the text easily. These elements can help the reader identify and determine what kinds of text. From these elements the reader knows what kind of text that they read. The reader also can distinguish what text that they read from generic structure and features language of text.

1. **SQ3R Method**

The Nature of SQ3R Method

This method was used by Francis P. Robinson of Ohio State University (F. P. Robinson, 1946) to test adults in U. S. Army Specialized training programs. And in 1961, Robinson started to introduce and use this method in general school. Five steps of the SQ3R methodis Survey, Question, Read, Recite, and Review when polished into a smooth and efficient method should result in the student reading faster, picking out the important point, and fixing them in memory.[[20]](#footnote-21)SQ3R method is perhaps one of theoldest and most widely method.Many reading experts believed that students’ comprehension will improve gradually if the teacher employs in SQ3R in teaching-learning process. Brown[[21]](#footnote-22) said the one effective method which can improve students’ reading comprehension is SQ3R. SQ3R is one of the readingmethods which can help the teacher to solve the problem of the students incomprehending reading materials.It helps students with deficient reading to keep their effort in reading text.

Furthermore, Brown[[22]](#footnote-23)clarified the process of SQ3R consist of the following steps as follows:

1. Survey: skim the text for an overview the main idea.
2. Question: the reader asks questions about what he or she intends to gain from the text.
3. Read: read the text while looking for answer to previously formulated question.
4. Recite: reprocess the silent points of the text through oral or written language.
5. Review: asses the important of what one has just read and incorporates it into long-term association.

Based on the theories of SQ3R above, the writer concludes that SQ3R, which is the acronym of Survey, Question, Reading, Recite, Review, is a method for improving reading comprehension by doing 5 steps which have to be followed by order. This method is suitable for the textbook reading assignment, but it is also can be used for other passage with the adjusted procedures, and this method can be used for any level oflearner.

* + - 1. Application of SQ3R method in reading comprehension

The complete procedure of application of SQ3R method in news item text reading comprehension:In this case, the writer decided to use SQ3R method on news itemtext which included in collateral reading type of text, the 5 steps of SQ3Rare included, yet the procedure of SQ3R are modified due to the purposeof the writer research. The modifications are as follows:

**Survey:** before starting to read, the studentshave to survey on the news item text (Jakarta Post) being read and the students are instructed to select the text to be surveyed. This can be done by looking at the titles of the text, the pictures and also finding the unfamiliar words. This activity is very helpful for a reader to fully comprehend a text.

**Question:**the students always keep making questions in their mind about information presented in the text and try to find the answers. This is very important in orderconcentrate their mind on comprehending the text being read. The question can come any part of the text, such as, titles, and pictures

**Read:**the students begin to the real reading guided by preceding activities, survey and question. That is to say, try to answer the question that you have made. If the learner, during his reading, finds some important points, which are not stated before, and can make other questions based on these points and find the answer.

**Recite:**Orally recite about what have just read, or summarize, in students’ own words, what they read. Take notes from the text but write the information in students’ own words. Underline or highlight important points that the students just read

**Review:**Review the whole text to re-check the information obtained

**CHAPTER III**

**METHODOLOGY OF RESEARCH**

1. **Place and Time of Research**

This research is taking in the first grade of SMA NurulIslahPetir, Pasirwaru,Rt 02 Rw 01, DesaTambiluk, KecamatanPetir, Kabupaten Serang Provinsi Banten as the object of the research. The reason of choose this school is that it is easy to reach, the condition of students in English ability, especially reading aspect that needs to be improve. It have good and comfortable environment in learning process. So, the writer interests in doing the research in SMA NurulIslahPetir Kabupaten Serang Provinsi Banten.The writer hopes after finishing the research in this school, it can give contribution for education in this school. This research is conduct from November until December 2016.

1. **The Population and Sample**
   * + - 1. Population

Nunan has stated that “population is all cases, situations, or individuals who share one more characteristic.”[[23]](#footnote-24) The population of this research is the first grade of SMA NurulIslahPetirwhich consists of two classes, class (XA) and class (XB). The numbers of population are 60 students.

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2. Sample

According to Nunan“sampleisasubsetofindividualsorcasefromwithinpopulation.”[[24]](#footnote-25)The first grades of student’s senior high school NurulIslah are two classes they are 60 students. Then, the writer choosing the first class (X A) is 30 students for control class, and the last for experiment class (XB) is 30 students.

1. **The Method of Research**

In conducting this research, the writer used quantitative approach. The method used by writer in this research is experiment. According to Nunan, “experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be stated.”[[25]](#footnote-26) There are three kind of experimental, namely: .

1. Pre-experiment:may have pre and post treatment tests, but lacks a control group.
2. Quasi experiment:has both pre and post test and experimental and control group, but not random assignment of subjects.
3. True experiment:has both pre and post tests, experiment and control group, and random assignment of subjects.[[26]](#footnote-27)

To get the data of SQ3R method in news item text reading comprehension, the writer used a quasi experiment method. Nunan has stated that “quasi experiment has both pre-test and post-test, and experiment and control group, but no random assignment of subjects.”[[27]](#footnote-28) The writer used a quasi experimental method with nonequivalent control groups design. This design is represented as follow:

R1 O1 X O2

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R2 O1 O2

R1 : Experiment Class

R2 : Control Class

O1 : Pre-test

O2 : Post-test

X : Treatment

------- : The groups are not randomly formed

This study was conducted by applying experimental research. The writerapplied an experimental research which used two groups of sample such as control andexperimental group to investigate the effect of SQ3R method in news item text readingcomprehension. The experimental group was the group which received the treatmentusing SQ3R method, meanwhile the control group was the group which received thetreatment using conventional method. In conducting the research the writer expected theSQ3R method gave a good effect in reading comprehension. In experiment class the writer did pre-test, post-test and treatment.

The design of this study is illustrated as follows:

**Table 1.1 Research Design**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Pre-Test** | **Treatment** | **Post-Test** |
| Experiment |  | SQ3R Method |  |
| Control |  | Conventional Method |  |

1. **The Research Instrument**

Research instrument is for facilitation that used by writer to collect the data. Writer used test to know the students reading comprehension and gave pre-test before treatment and post-test after treatment. Pre-test and post-test are research instrument that use as a device to know the result from the different classes which use SQ3R method in experiment and conventional method.

1. **Technique of Data Collecting**

In collecting data, the writer conducted pre-test and post-test for both, experiment class and control class. This in the detail of the tests, there as follows:

Pre-test

The pre-testconducted one only to experiment and control class, it conduct in the first meeting in order to know basic of students reading comprehension before the treatment. The testconsists of 10 items in multiple choices and 5 items in essay.

Post-test

After the treatment completed, both experiment and control class was given a post-test. Post-test was conducted to see effectiveness of the treatment based on the score. The post-test used the same 10 items multiple choices and 5 items essay.

1. **The Technique of Data Analyzing**

Because the writer wants to compare result of the research between experiment class and control class students, the writer take steps as follow:

1. The result of the post-test in experiment class is named variable (X1)
2. The result of the post-test in control class is named variable (X2)
3. Qualification of data: multiple choice, and essay.
4. Pre-test consists of multiple choices and essay. Multiple choices consist of 10 questions. The correct answer is given score 1 (one) and incorrect answer is given 0 (zero).And essay consists of 5 questions. The correct answer is given 2 (two) and in correct answer given 1 (one). So, the total items are 15 questions.
5. Post-test consist of multiple choice and essay. Multiple choices consist of 10 questions. The correct answer is given score 1 (one) and incorrect answer is given 0 (zero). And essay consists of 5 questions. The correct answer is given 2 (two) and in correct answer given 1 (one). So, the total items are 15 questions.

**Table**

**Form of Pre -Test and Post -Test**

|  |  |  |  |
| --- | --- | --- | --- |
| Series Number of Items | Form of Test | Total of Item | Score of Correct Answer |
| 1-10 | Multiple  Choice | 10 | 10 |
| 11-15 | Essay | 5 | 10 |
|  | **Jumlah** |  | 20 |

The steps for statistic analyze are:

1. Investigating students worksheet gives and describes score in the table with formula:

Student’s final score = Student’s raw X 100

Ideal maximum score (20)

1. Determining mean of variable X1with formula :



1. Determining mean of variable X2 with formula:



1. Determining derivation score variable X1 with formula:

X1= X1 – M1

1. Determining derivation score variable X2with formula:

X2= X2– M2

After getting the data from pre-test and post-test, the writer analyze it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:



M1 = the average score of experiment class (Mean X1)

M2 = the average score of control class (Mean X2)

∑X12 = Sum of square deviation of experiment class

∑X22 = Sum of square deviation of control class

N1 = Numbers of students of experiment class

N2 = Numbers of students of control class

2 = constant number

df = degree of freedom

df = N1 + N2 – 2

1. Doing interpretation and calculation by comparing the result of calculation t-test with t-table.
2. **The Hypothesis**

Hypothesis is a temporary assumption about a problem, according to Suharsimi Arikunto “Hypothesis is a temporary answered forward a research problem by collecting data in research”.[[28]](#footnote-29) Hypothesis is guessed or while answer about object of the research until all the data have been collected. The truth of it is indeed necessary to be tasted to know whether it is right or wrong. The hypothesis of study could be stated as follow:

* 1. The experimental hypothesis (Ha) means that there is significance effect in teaching reading comprehension in news item text before using SQ3R method and after using SQ3R method for the first grade SMA NurulIslahPetir.
  2. The null hypothesis (Ho) means that there is no significance effect in teaching reading comprehension in news item text before using SQ3R method and after using SQ3R method for the first grade SMA NurulIslahPetir.

Furthermore, the write following some assumption as the statistic hypothesis state:

1. If the result of calculation to (t observation) is higher than tt (t table), to>tt the zero hypothesis (Ho) is rejected. It means the experiment method is accepted.
2. If the result of calculation to (t observation) is smaller than tt (t table), to<tt the zero hypothesis (Ho) is accepted. It means that the experiment method is rejected.

**CHAPTER IV**

**RESULT OF THE RESEARCH**

1. **Description of Data**

In this chapter, the writer explains the result of the research. The writer took 60 students at third grade of SMA Nurul Islah Petir kabupaten Serang - Banten. The goal of the research is intended to find out the accurate data in accord with the research title. So the sample in this study divided into two classes. They are 30 students from class X A as the experiment class and 30 students from class X B as the control class.

Based on the result of the test, the writer got two data. The first data is the result of pre-test and second one is the result of post-test. The result of post-test in experimental class is named variable (X1) and the result of post-test in control class is named variable (X2). Pre-test contains 10 multiple choice and 5 item in essay and post-test contains 10 multiplechoice and 5 item essay. The score is as follow:

1. **The Score of Pre-test and Post-test of Experimental Class**

**Table 4.1**

**TheResult Score of Pre-test and Post-test in Experiment Class**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Students | Score | |
| Pre-test | Post-test |
| 1 | A1 | 50 | 60 |
| 2 | A2 | 45 | 60 |
| 3 | A3  27 | 55 | 65 |
| 4 | A4 | 35 | 55 |
| 5 | A5 | 60 | 70 |
| 6 | A6 | 60 | 80 |
| 7 | A7 | 55 | 55 |
| 8 | A8 | 65 | 60 |
| 9 | A9 | 40 | 65 |
| 10 | A10 | 50 | 70 |
| 11 | A11 | 35 | 55 |
| 12 | A12 | 50 | 65 |
| 13 | A13 | 60 | 70 |
| 14 | A14 | 50 | 65 |
| 15 | A15 | 25 | 65 |
| 16 | A16 | 60 | 75 |
| 17 | A17 | 45 | 60 |
| 18 | A18 | 55 | 60 |
| 19 | A19 | 50 | 65 |
| 20 | A20 | 35 | 65 |
| 21 | A21 | 40 | 45 |
| 22 | A22 | 70 | 80 |
| 23 | A23 | 55 | 70 |
| 24 | A24 | 65 | 75 |
| 25 | A25 | 65 | 70 |
| 26 | A26 | 55 | 65 |
| 27 | A27 | 50 | 55 |
| 28 | A28 | 55 | 70 |
| 29 | A29 | 60 | 75 |
| 30 | A30 | 75 | 85 |
|  | ∑X1 | 1570 | 1975 |
|  | M1 | 52.33 | 65.83 |

Mean by formula:

|  |  |
| --- | --- |
| Pre-test | Post-test |
| M1 = *∑*X1  N1  M1 =*∑*1570  30  *=*52.33 | M1 = *∑*X1  N1  M1 =*∑*1975  30  *=*65.83 |

**Graphic 4.1The Result Score of Pre-test and Post-test in Experiment Class**

Based on graphic above, it showed that the result of experimental class got the significant improvement after giving treatment. It is seem from average score of post-test is better than the average score of pre-test that 65.83>52.33, it means that using SQ3R method is success to increasing students ability in teaching reading.

Note:

*∑*X1: The score of pre-test and post-test experiment class

M1 : Mean of pre-test and post-test experiment class

N1 : Numbers of students of experiment class

1. **The Score of Pre-test and Post-test of Control Class**

**Table 4.2**

**The Score of Pre-test and Post-test in Control Class**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Students | Score | |
| Pre-test | Post-test |
| 1 | B1 | 60 | 60 |
| 2 | B2 | 55 | 60 |
| 3 | B3 | 50 | 60 |
| 4 | B4 | 35 | 55 |
| 5 | B5 | 65 | 55 |
| 6 | B6 | 55 | 60 |
| 7 | B7 | 45 | 50 |
| 8 | B8 | 55 | 60 |
| 9 | B9 | 60 | 60 |
| 10 | B10 | 35 | 45 |
| 11 | B11 | 50 | 55 |
| 12 | B12 | 55 | 70 |
| 13 | B13 | 45 | 60 |
| 14 | B14 | 50 | 45 |
| 15 | B15 | 45 | 55 |
| 16 | B16 | 55 | 45 |
| 17 | B17 | 55 | 65 |
| 18 | B18 | 35 | 50 |
| 19 | B19 | 40 | 50 |
| 20 | B20 | 60 | 55 |
| 21 | B21 | 70 | 65 |
| 22 | B22 | 45 | 45 |
| 23 | B23 | 45 | 55 |
| 24 | B24 | 60 | 65 |
| 25 | B25 | 30 | 45 |
| 26 | B26 | 55 | 40 |
| 27 | B27 | 75 | 70 |
| 28 | B28 | 60 | 65 |
| 29 | B29 | 45 | 55 |
| 30 | B30 | 60 | 65 |
|  | ∑X2 | 1550 | 1685 |
|  | M2 | 51.66 | 56.16 |

Mean by formula :

|  |  |
| --- | --- |
| Pre-test | Post-test |
| M2 = *∑*X2  N2  M2 =*∑*1550  30  *=*51.66 | M2 = *∑*X2  N2  M2 =*∑*1685  30  *=*56.16 |

**Graphic 4.2The Score of Pre-test and Post-test in Control Class**

Based on graphic above, it showed that the result of control class did not have the significant improvement after giving treatment. It is seem from average score of post-test that is score of pre-test 56.16>51.66. This class also realized improvement but lower than experiment class.

1. **Analysis of Data**

After getting the data from pre-test and post-test score of two classes. Then the writer analyzed it by using t-test formula with the degree of significant 5% and 1%, the writer used step as follows:

**Table 4.3**

**The Score of Distribution Frequency**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Score | | X1  (X1-M1) | X2  (X2-M2) | X12 | X22 |
| X1 | X2 |
| 1 | 60 | 60 | -5.83 | 3.84 | 33.98 | 14.74 |
| 2 | 60 | 60 | -5.83 | 3.84 | 33.98 | 14.74 |
| 3 | 65 | 60 | 0.83 | 3.84 | 0.68 | 14.74 |
| 4 | 55 | 55 | -10.83 | -1.16 | 117.28 | 1.34 |
| 5 | 70 | 55 | 4.17 | -1.16 | 17.38 | 1.34 |
| 6 | 80 | 60 | 14.17 | 3.84 | 200.78 | 14.74 |
| 7 | 55 | 50 | -10.83 | -6.16 | 117.28 | 37.94 |
| 8 | 60 | 60 | -5.83 | 3.84 | 33.98 | 14.74 |
| 9 | 65 | 60 | 0.83 | 3.84 | 0.68 | 14.74 |
| 10 | 70 | 45 | 4.17 | -11.16 | 17.38 | 124.54 |
| 11 | 55 | 55 | -10.83 | -1.16 | 117.28 | 1.34 |
| 12 | 65 | 70 | 0.83 | 13.84 | 0.68 | 191.54 |
| 13 | 70 | 60 | 4.17 | 3.84 | 17.38 | 14.74 |
| 14 | 65 | 45 | 0.83 | -11.16 | 0.68 | 124.54 |
| 15 | 65 | 55 | 0.83 | -1.16 | 0.68 | 1.34 |
| 16 | 75 | 45 | 9.17 | -11.16 | 84.08 | 124.54 |
| 17 | 60 | 65 | -5.83 | 8.84 | 33.98 | 78.14 |
| 18 | 60 | 50 | -5.83 | -6.16 | 33.98 | 37.94 |
| 19 | 65 | 50 | 0.83 | -6.16 | 0.68 | 37.94 |
| 20 | 65 | 55 | 0.83 | -1.16 | 0.68 | 1.34 |
| 21 | 45 | 65 | -20.83 | 8.84 | 433.88 | 78.14 |
| 22 | 80 | 45 | 14.17 | -11.16 | 200.78 | 124.54 |
| 23 | 70 | 55 | 4.17 | -1.16 | 17.38 | 1.34 |
| 24 | 75 | 65 | 9.17 | 8.84 | 84.08 | 78.14 |
| 25 | 70 | 40 | 4.17 | -16.16 | 17.38 | 261.14 |
| 26 | 65 | 45 | 0.83 | -11.16 | 0.68 | 124.54 |
| 27 | 55 | 70 | -10.83 | 13.84 | 117.28 | 191.54 |
| 28 | 70 | 65 | 4.17 | 8.84 | 17.38 | 78.14 |
| 29 | 75 | 55 | 9.17 | -1.16 | 84.08 | 1.34 |
| 30 | 85 | 65 | 19.17 | 8.84 | 367.48 | 78.14 |
| ∑ | 1975 | 1685 | 11.76 | 0.2 | 2203.9 | 1884 |

**Note:**

X1 = Score Post-Test (Experiment Class)

X2 = Score Post-Test (Control Class)

X1  = X1-M1 (Mean X1)

X2 = X2-M2 (Mean X2)

X12 = The squared value of X1

X22 = The squared value of X2

**Graphic 4.3The Score of Distribution Frequency**

Based on the graphic above the experiment class= 1975 that higher than control class= 1685. Was had different value. The experiment class higher than the control class.

From the table above, the writer got the data ∑X1=1975, ∑X2=1685, ∑X12=2203.9, and ∑X22=1884, where as N1=30 and N2=30.

After getting the data from pre-test and post-test, the writer analyzed it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:

1. Determine mean of variable X1and X2

|  |  |
| --- | --- |
| Variable X1 | Variable X2 |
| M1 = *∑*X1  N1  M1 =*∑*1975  30  *=*65.83 | M2 = *∑*X2  N2  M2 =*∑*1685  30  *=*56.16 |

1. Determine t-test

















Note :

M1 = The average score of experiment class (Mean X1)

M2 = The average score of control class (Mean X2)

∑X12 =Sum of the squared deviation score of experiment class

∑X22 = Sum of the squared deviation score of control class

N1 = The number of student of experiment class

N2 = The number of student of control class

2 = Constant number

1. Degree of Freedom

df = N1+N2-2

= 30+30-2

= 58

There is no degree of freedom for 58, so the writer uses the closer df from 60. In degree of significance 5% from 60 tt = 2.00 and in degree of significance 1% from 60 tt = 2.65.

Based on the result statistic calculation, it is obtained that the score of to is = 4.71> tt = 2.00 in degree of significance 5%. The score of to = 4.71> tt = 2.65 in degree of significance 1%. To prove the hypothesis, the data obtained from the experimental class is calculated by using t-test formula with assumption as follow:

If tobservation> ttable :The alternative hypothesis is accepted. It means there is a significant effect of SQ3R method in news item text reading comprehension.

If tobservation<ttable : The alternative hypothesis is rejected. It means there is no significant effect of SQ3R method in news item text reading comprehension.

1. **Interpretation of Data**

From the result of pre-test and post-test in experiment class, the writer can be concluded that from the lowest score in pre-test is 25 and the highest in pre-test score in pre-test is 75. After the writer conducted treatment reading news item text by using SQ3R method and also conducted post-test. The lowest score in post-test is 45 and the highest score in post test is 85.

Before deciding the result of hypothesis, the writer proposes interpretation towards with procedure as follow:

a. Ha : tobservation > ttable = It means there is a significant effect of SQ3R method in news item text reading comprehension.

b. Ho : tobservation < ttable = It means there is no significant effect of SQ3R method in news item text reading comprehensionon.

According to the data, the value oft0 (t observation) is bigger than tt (t table). T observation = 4.71 > t table = 2.00 in degree of significance 5% and also t observation = 4.71>t table =2.65 in degree of significance 1%. According to the hypothesis formula it means that Ha (alternativehypothesis) of the result is accepted and Ho (null hypothesis) is rejected.

From the result above,it means there is effectiveness of using SQ3R method in teaching reading comprehension.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusions**

Based on the result of research about “The Effectiveness of SQ3R method in News Item Text Reading Comprehension. An Experimental Research at theFirst Grade of SMA Nurul Islah Petir kabupaten Serang-Banten”, the students’ difficulty to understand the content of the text and the students need the strategy or method to understand the subject easier. And then the writer did observation and experiment on the class.

Based on the description of chapter four, the writer concluded that:

1. From the result of the pre-test and post test between experimental class (using SQ3R method) and control class (without SQ3R method) the writer can conclude that the score of experimental class is better than score of control class. SQ3R method can increase students reading comprehension. It can be seen from the score of pre-test is 52.33 and score post-test 65.83. So, the result of data analysis that mean of variable X1 is 65.83 and after treatment the mean that of variable X1 is increased 13.5 point, it is means that the mean of variable X1 is in good category.
2. The application of SQ3R method in news item text reading comprehension at the first grade of SMA Nurul Islah Petir kabupaten Serang Banten is effective.It can be looked fromstudents score in doing test.In comprehending the text using SQ3R method the students not only know how to comprehend but also help the students to be more active and critics in comprehending a text. It can be looked from students score in doing test.

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1. The effectof SQ3R method in news item text reading comprehension at the first grade of SMA Nurul Islah Petir kabupaten Serang - Banten is significant. It seen t0 (t observation) is bigger than tt (t table). T observation = 4.71 > t table = 2.00 in degree of significance 5% and also t observation = 4.71>t table =2.65 in degree of significance 1%. According to the hypothesis formula it means that Ha (alternativehypothesis) of the result is accepted and Ho (null hypothesis) is rejected.
2. **Suggestions**

Dealing with the conclusion above, the writer would liketo offer some suggestions which are hoped can be valuable input toward students’ reading comprehension. Among then there are:

**For the Teacher:**

* 1. Teacher should learn more how to increase their abilities in teaching English atmosphere in class, or the teachershould give enjoyable situation in class, so that the students will happy and enthusiastic in learning English.
  2. It is suggested to the English teachers to apply SQ3R method in teachingreadingcomprehension because it enables students to active their prior knowledge.

**For The students:**

* + 1. The studentsshould have good motivation in studying English especially in English reading comprehension and they should practice more in reading English book or English text.
    2. The studentsalso must pay attention the lesson that given by the teacher, and be effective and creative learning, then should not only study in the school but also must study in home.
  1. Students also need to improve their reading ability by using SQ3R method inorder to improve their knowledge.

**For the Headmaster:**

* + - 1. For the headmaster, the writer suggested to more active in motivate the teacher to find new way, method or materials for teaching
      2. Headmaster should provide good facilities students to learn English. Not only the classroom but also the good book in library.

**For the Committee:**

The committee should hand in hand in improving the school quality. They should run their responsibility to make the school as good as possible.

**For the Librarian:**

The librarian should give the good services to the students’ when the students’ borrow the book from the library. The librarian also should neat the books in the position that can be easily search by the students’.

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