

**THE EFFECTIVENESS OF SURVEY, QUESTION, READ,
RECITE, AND REVIEW (SQ3R) TECHNIQUE TO INCREASE
STUDENTS' READING COMPREHENSION AT SMPN 7
PALOPO**

A Thesis

*Submitted to the English Education Study Program Education and Teacher Training
Faculty State Islamic Institute of Palopo in Partial Fulfillment of the Requirement for
S.Pd. Degree in English Education*



Composed By

RATNI

Reg. Number 20 0202 0062

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2025**

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Palopo, 27 August 2025



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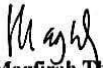
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The researcher hopes that this thesis can be useful for readers, English teachers, and students. Since the researcher realizes that this thesis is not perfect,

the researcher will consider the reader's recommendations to make it better. The researcher also prays that Allah SWT may continue to bless everyone.

Palopo, February 2025

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- Appendix 8 : Documentation

ABSTRACT

Ratni, 2025. *"The Effectiveness of Survey, Question, Read, Recite, and Review (SQ3R) Technique to Improve Students' Reading Comprehension at SMPN 7 Palopo"*. Thesis of English Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Magfirah Thayyib and St. Hartina.

This study aims to analyze the effectiveness of the Survey, Question, Read, Recite, and Review (SQ3R) technique in improving students' reading comprehension at SMPN 7 Palopo. The research employed a quantitative approach with an experimental design involving students as participants. Total sampling was used, consisting of 30 students. A reading comprehension test was used as the research instrument. The results revealed that the students' average post-test scores were higher than their pre-test scores ($33.83 < 68.27$). Additionally, the obtained t_0 (t-test) value was 22.261 with degrees of freedom (df) 29, while the critical t-value (t-table) was 2.042 at a standard significance level of 0.05 with $df = 30$. This indicates that the t-test value exceeded the critical t-table value. Furthermore, the p-value was 0.00, with an alpha (α) of 0.05, resulting in $p < \alpha$ ($0.00 < 0.05$). These findings suggest that the SQ3R technique significantly enhanced students' reading comprehension compared to conventional methods. The improvement was evident in the students' abilities to identify main ideas, locate specific information, and draw conclusions. Therefore, the researcher recommends the SQ3R technique as an alternative reading strategy to enhance students' literacy skills.

Keywords: Narrative Text, Reading Comprehension, SQ3R

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ABSTRAK

Ratni, 2025. "*The Effectiveness of Survey, Question, Read, Recite, and Review (SQ3R) Technique to Increase Students' Reading Comprehension at SMPN 7 Palopo*". Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Magfirah Thayyib dan St. Hartina.

Penelitian ini bertujuan untuk menganalisis efektivitas teknik *Survey, Question, Read, Recite, dan Review (SQ3R)* dalam meningkatkan pemahaman membaca siswa di SMPN 7 Palopo. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen yang melibatkan siswa sebagai partisipan. Peneliti menggunakan *total sampling* yang terdiri dari 30 siswa. Peneliti menggunakan tes membaca sebagai instrumen dalam penelitian ini. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa pada *post-test* lebih tinggi daripada *pre-test* (33,83<68,27). Selain itu, nilai t_0 (*t-test*) adalah 22,261 dengan nilai df (derajat kebebasan) 29, sedangkan nilai t_t (*t-table*) adalah 2,042 untuk taraf signifikansi standar 0,05 pada $df = 30$. Hal ini menunjukkan bahwa nilai *t-test* lebih tinggi daripada nilai *t-table*. Lebih lanjut, peneliti menemukan nilai (p) sebesar 0,00 dan α (α) sebesar 0,05, sehingga menghasilkan $p < \alpha$ (0,00<0,05). Hasil penelitian menunjukkan bahwa teknik SQ3R secara signifikan dapat meningkatkan pemahaman membaca siswa dibandingkan dengan metode konvensional. Hal ini dibuktikan dengan meningkatnya kemampuan siswa dalam memahami teks, termasuk dalam mengidentifikasi gagasan utama, menemukan informasi spesifik, dan menarik kesimpulan. Oleh karena itu, peneliti merekomendasikan teknik SQ3R sebagai strategi alternatif dalam pembelajaran membaca untuk meningkatkan keterampilan literasi siswa.

Kata kunci: Teks Naratif, Pemahaman Bacaan, SQ3R

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الملخص

راتني، ٢٠٢٥. "فعالية تقنية المسح، التساؤل، القراءة، الاستظهار، والمراجعة (SQ3R) في تحسين فهم القراءة لدى طلبة المدرسة المتوسطة الحكومية السابعة (SMPN 7) فالوفو". رسالة جامعية، لشعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية (IAIN) فالوفو. بإشراف: مغفرة طيب وسني هارتينا.

تهدف هذه الرسالة إلى تحليل فعالية تقنية المسح، التساؤل، القراءة، الاستظهار، والمراجعة (SQ3R) في تحسين فهم الطلبة للقراءة في المدرسة المتوسطة الحكومية السابعة (SMPN 7) فالوفو. استخدم هذا البحث مدخلاً كمياً بتصميم تجريبي شارك فيه الطلبة كعينة للدراسة. استخدمت الباحثة أسلوب العينة الكلية التي تتكون من ٣٠ طالباً. كما استخدمت اختبار القراءة كأداة في هذا البحث. أظهرت نتائج البحث أن متوسط درجات الطلبة في الاختبار البعدي كان أعلى من الاختبار القبلي ($33,83 > 28,27$). بالإضافة إلى ذلك، كانت قيمة t_0 (اختبار t) المحسوبة ٢٢,٢٦١ بقيمة df (درجة حرية) ٢٩، بينما كانت قيمة t_{table} (٢٠,٤٢) عند مستوى دلالة ٠,٠٥ في df (درجة حرية) ٣٠. هذا يدل على أن t -test أكبر من t -table. وعلاوة على ذلك، وجدت الباحثة أن قيمة (p) بلغت ٠,٠٠٠ وقيمة ألفا (α) كانت ٠,٠٥، مما يعني أن $p < \alpha$ ($٠,٠٠٠ > ٠,٠٥$). تدل نتائج البحث على أن تقنية SQ3R قادرة بشكل ملحوظ على تحسين فهم القراءة لدى الطلاب مقارنة بالطريقة التقليدية. ويتضح ذلك من خلال تحسن قدرة الطلاب على فهم النصوص، بما في ذلك تحديد الفكرة الرئيسية، واستخراج المعلومات المحددة، واستنتاج المعاني. وبناءً على ذلك، توصي الباحثة باستخدام تقنية SQ3R كاستراتيجية بديلة في تعليم القراءة لتعزيز مهارات الطلاب في مجال القراءة والكتابة.

الكلمات المفتاحية: النصوص السردية، فهم القراءة، SQ3R.

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CHAPTER I

INTRODUCTION

A. Background

The capacity to comprehend, evaluate, and make sense of written materials is known as reading comprehension. It is an essential ability for both academic achievement and daily living, allowing people to comprehend information, adhere to directions, and interact with a variety of literary works. Numerous cognitive processes, such as decoding, fluency, vocabulary knowledge, and critical thinking, are necessary for efficient reading comprehension. Students must become proficient in reading comprehension in order to succeed in a variety of academic subjects. It is very important for students because by reading they can find new information from the text they have read.¹ Reading comprehension is the capacity to both read and understand a text.² The nature of the text and a person's abilities, including reasoning, influence their capacity to understand it. Reading serves more than just as a kind of leisure, but also serves as a means of language acquisition through the complex interaction between text and reader.³

¹ Wahyuddin, U. R., Sahraini, S., & Syam, A. T. (2022). The use of paired reading method to teach reading skill for the eight grade students of Islamic boarding school. *English Education Journal*, 13(1), 1-12.

² Nugroho, T., Bharati, D. A. L., & Hartono, R. (2019). English teachers perceptions on strategies in teaching reading comprehension to motivate the students. *English Education Journal*, 9(1), 56-61.

³ Syam, A. T, “*Promoting the Development of Learners’ Traditional Literacies Through Digital Storytelling*”. *LLT Journal: A Journal on Language and Language Teaching*, 25(1), 263-276, 2020.

Reading is one of the challenging English language skills to acquire, which is why students should work on improving their reading to deal with challenges.⁴ In addition, the above explanation is also in accordance with the statement in the Qur'an surah Al-Alaq/96:1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (۱) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (۲) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (۳))
الَّذِي عَلَّمَ بِالْقَلَمِ (۴) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (۵)

Translation:

"Read, by (calling) the name of your God who created. He has created man from a lump of blood. Read it, and your Lord is the Most Glorious. Who teaches (man) with a pen. He teaches man what he does not know."

A lot of students have trouble comprehending difficult materials, particularly students discovered certain reading difficulties, according to what the researcher found in SMPN 7 Palopo during the Teaching Practice Program. Initially, the students did not participate in the reading process because they felt awkward when the teacher asked them to share their thoughts. Secondly, a few vocabulary terms in the book were unclear to the students. Third, there was a lack of text comprehension among the students. Fourth, they had trouble pronouncing certain of the text's words. Students' reading comprehension of the text might be impacted by their reading pace and level of concentration.⁵ The challenges students face in reading comprehension include understanding difficult vocabulary, difficulty identifying important information, and maintaining

⁴ Adila, D. N. Y. O. (2018). The effect of SQ3R strategy on students Reading Comprehension. *Jurnal Ilmiah Bahasa dan Sastra*, 5(1), 48-57

⁵ Katherine, Saleh, Mahdum, and Burhan, "Impact of Reading Pace and Concentration on Students' Reading Comprehension," *Journal of Educational Research*, vol. 10, no. 2 (2023): 123-145

concentration. Students also often struggle to connect new information with prior knowledge, as well as a lack of motivation and interest in the text being read.

To solve the mentioned problems above, the researcher tried to apply SQ3R techniques. The SQ3R technique is one of the many teaching strategies that have been created to address this issue (Survey, Question, Read, Recite, Review). Educational research has given the SQ3R approach a lot of attention when it comes to teaching reading comprehension. "The technique approach known as SQ3R—Survey, Question, Read, Recite, and Review—is intended to enhance information retention and reading comprehension".⁶ By encouraging active interaction with the text, this method turns reading passively into a collaborative experience. There are several advantages to teaching reading comprehension with the SQ3R method. First of all, this method facilitates better information organization and absorption among students. Second, SQ3R promotes active learning in which students interact with the book directly by posing queries and reciting passages aloud. Thirdly, by using this method, students' metacognitive abilities are improved, assisting.⁷

Furthermore, SQ3R is one reading technique that assists the students in constructing their understanding because the SQ3R technique helps students to build the comprehension framework.⁸ This makes SQ3R a helpful and appropriate technique to improve student reading comprehension. Next, SQ3R is helpful in

⁶ Caverly, D. C., Nicholson, S. A., & Radcliffe, R. (2019). "The SQ3R study strategy revisited." *Journal of Developmental Education*, 42(3), 2-10.

⁷ McDaniel, M. A., Howard, D. C., & Einstein, G. O. (2020). "The read–recite–review study strategy: Effective and portable." *Psychological Science in the Public Interest*, 21(3), 1-20.

⁸ Anjuni, G. R., & Cahyadi, R. (2019). Improving students' Reading Comprehension through SQ3R (Survey, Question, Read , Recite and Review) technique. *Professional Journal of English Education*, 2(1).

assisting students' in understanding the meaning of the words used in the text.⁹ It is beneficial for students', as one of the issues preventing them from understanding what they read is the absence of vocabulary, hence employing SQ3R will enable students to acquire their comprehension. Referring to the previous explanation above, the researcher will conduct pre-experimental research with the title "*The Effectiveness of Survey, Question, Read, Recite and Review (SQ3R) technique to increase students' reading comprehension at SMPN 7 Palopo*".

B. Research Question

Based on the background of the problem described above, the researcher formulates the research question:

"Does the use of SQ3R technique significantly improve the reading comprehension of grade IX students of SMPN 7 Palopo?"

C. The Objective of the Research

Based on the research question above, the objective of this study is:

"To find out whether the use of SQ3R technique significantly to improve students' reading comprehension at SMPN 7 Palopo"

D. The significance of the Research

There are significance of the research:

1. Theoretically

⁹ Kusumayanthi, S., & Maulidi, S. M. (2019). The implementation of SQ3R technique in teaching Reading comprehension. *The Journal of English Language Teaching, Literature, and Applied Linguistics [JELA]* Volume, 1(2), 74–80.

The results of this study are expected to provide useful information for research development in the future. The results also are expected to help students to overcome the difficulties they face in reading strategies. Additionally, the study may increase our understanding of reading instruction techniques and motivate the development of related studies.

2. Practically

a. For English Teacher

It is believed that this research will help students who are learning English overcome their reading comprehension deficits. Aside from that, teachers may find this research to be a useful tool in helping students become better readers.

b. For Students

By applying the SQ3R approach, it is anticipated that this research will assist students in improving their reading comprehension.

c. For the Next Research

It is anticipated that this study will serve as a resource for scholars in the future who want to look into related studies.

E. Scope of the research

The scope of this research is to improve students' reading comprehension using the SQ3R technique to nine grade at SMPN 7 Palopo. The researcher use narrative text to train students to understand the reading text provided.

F. Definition of Term

There were key terms of this research:

1. Reading comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning. It relies on two interrelated abilities: word reading (being able to decode symbols on a page) and language comprehension (being able to understand the meaning of words and sentences).

2. Narrative text

It is found in the form of short stories, folktales, tall tales, myths, fables, legends, fantasies, science fiction even in the reporting of news stories or in biographies and autobiographies. The narrative structure most often features a beginning, middle, and an ending

3. SQ3R

The SQ3R technique is a structured method for improving reading comprehension, particularly in academic settings. SQ3R stands for Survey, Question, Read, Recite, and Review. Here is a breakdown of each step:

- a) Survey: Review the text to get a general idea.
- b) Question: Ask question based on the text.
- c) Read: Read the text actively to find answer.
- d) Recite: Be concise and restate the information.
- e) Review: Review the material to strengthen understanding.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

There are some previous researches related to this research they are:

The research conducted by Ayitey & Baiden entitled "*Using SQ3R to improve KPCE demonstration Junior High School Students' reading ability of Expository Text*". This study used a quasi-experiment or experimental design. The study explored the use of the SQ3R method (Survey, Question, Read, Recite, Review) to enhance junior high school students' proficiency in reading expository texts at KPCE.¹⁰ Students are given instructions on the SQ3R method, and then measurements are taken to see the difference in their reading ability before and after the application of this method. The results showed that the SQ3R method significantly improved the Reading ability of expository text. Students showed a better understanding of the structure and key ideas of the expository text by following the SQ3R steps. Students can be more effective on important information and retain what they have read more efficiently.

The research conducted by Aziz entitled "*Implementation of the SQ3R Method in Improving the Students' Basic Reading Skill at MI Uyunul Ulum Gayam Bojonegoro*." This research uses an experimental or quasi-experimental implementation method that focuses on the application of the SQ3R reading

¹⁰ Ayitey, H. K., & Baiden, M. N. (n.d.). Using SQ3R to improve KPCE demonstration junior high students' reading ability of expository texts. Nairobi Journal of Humanities and Social Sciences. Retrieved March 25, 2023.

technique to improve students' basic reading skills. The data analysis results demonstrated that using the SQ3R approach at MI Uyunul Ulum Gayam Bojonegoro improved reading skills in a fairly decent way, indicating that the method is effective in raising students' reading proficiency. This is a way to foster student innovation and give them the confidence to speak up in support of the institution's advancement.¹¹ The results of the study showed that the application of the SQ3R method significantly improved students' reading skills. Although the improvement is quite good, it shows that this method is effective in improving students' reading skills. In addition, the method also encouraged innovation among students and gave them the confidence to speak up and support the institution's progress. Overall, the SQ3R method not only improves students' reading skills, but also helps build their confidence in the learning process.

The research conducted by Bachtiar is entitled “*The Effectiveness of SQ3R Strategy in Teaching Reading at Makassar State University.*” This study used a quasi-experimental design, in which the class was divided into two groups: an experimental group that used the SQ3R strategy and a control group that used traditional methods in reading learning. The SQ3R technique is particularly effective for textbooks and other learning materials that focus on comprehension, retention and critical thinking.¹² The approach is flexible and can be adapted to

¹¹ Aziz, I. N. (n.d.). Implementation of SQ3R method in improving the students' basic reading Retrieved March 25, 2023.

¹²Bakhtiar, H. (2019). The Effectiveness Of SQ3R Strategy in Teaching Reading. Universitas Negeri Makassar.

suit different types of texts and reading materials, making it a valuable tool for students and lifelong learners who want to improve their understanding of what they read. The results of the SQ3R Technique research have proven to be very effective in improving comprehension and retention of information. This study found that the application of the SQ3R technique is very effective in improving comprehension and retention of information. By using this approach, students become more active during the reading process thus improving their critical thinking skills. Not only do students understand and retain information more easily, but they are also better able to apply the information they have learned in different situations.

The research by Kusumayanti & Maulidi is entitled “*The implementation of the SQ3R technique in teaching reading comprehension.*” This study used an experimental method, often in the form of a quasi-experiment, in which groups of students were divided into an experimental group (with the application of the SQ3R technique) and a control group (with conventional reading teaching methods). This shows that students are guided to summarize the entire material through SQ3R, cross-reference their prior knowledge, create questions based on their interests, and identify important information through regular review.¹³ As a result of this study, the students began to engage more fully in their reading activities. This research shows that by using the SQ3R method, students can ask questions to encourage deeper engagement with the text. Students also understand

¹³ Kusumayanti, S., & Maulidi, S. M. (2019). The implementation of SQ3R technique in teaching reading comprehension Susie Kusumayanthi 1 Sely Mariam Maulidi 2. 1(2), 74-80.

how the text is organized. This helps students to navigate and interpret it more effectively. Then students can distinguish important topics by identifying important information relevant to their learning objectives.

The last research by Susanto was entitled "*The use of SQ3R Technique Integration and the Quizizz Application to Improve Student Reading Achievement.*" Use the SQ3R method to gain a general understanding of the text, assess the material before reading, ask questions based on their interests, and identify important information by reviewing frequently. This research uses a quasi-experimental method with a control group and an experimental group. The experimental group used a combination of the SQ3R technique and the Quizizz application, while the control group used conventional methods or only used one of the two approaches.¹⁴ The results of this research show that the SQ3R method provides benefits for students. Students gain a better overall understanding of the text by following a structured approach and assessing the material on the initial survey, while allowing students to assess the material before diving deeper, thereby increasing their readiness to engage with the content. When younger students create questions based on student interests, students will be more motivated and focused when reading, then students do a review to help students identify and retain important information, thereby improving memory. Overall, the SQ3R method significantly improves students' reading abilities by increasing

¹⁴ Susanto, E.P. (2022). The Use of Integrating SQ3R Technique and Quizizz Application to Improve Students' Reading Achievement. *International Journal of Research and Review*, 9(2), 351-360.

comprehension, engagement, and retention, allowing them to become more effective and active learners.

Based on these studies, there are some similarities and differences between their studies and this study. The similarities between the previous studies and this study use the interesting SQ3R technique in their research. The similarities in these studies show that the SQ3R method has broad potential to be applied in various educational contexts, especially in improving students' reading and comprehension skills. The difference in the previous study is that the researcher chose the research target at the Junior High School level while this study focuses on the Senior High School level, the focus of the skills to be improved in the previous study is basic skills, retention, or critical thinking. In this study focuses is on students' reading comprehension skills, the type of text used uses expository text while in this study uses narrative text.

B. Literature Review

1. The Concept of Reading comprehension

a. Definition of Reading Comprehension

Comprehension is the knowledge or understanding that is result a process. Thinking process that depend not only a comprehension skill but also on the student experience, prion knowledge and working memory. Reading comprehension is technique for improving students success in extracting useful knowledge from text.¹⁵ Understanding what you read is what is meant by reading comprehension. Students' grasp of active thinking is dependent on their prior

¹⁵ Rusdiansyah, "Note-taking as a Technique in Teaching Reading Comprehension". IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 7(2)

knowledge and experience as well. Reading comprehension, is an interactive process involving the reader's prior knowledge and the text.¹⁶

The goal of reading is comprehension. The purpose of the reading cannot be reached if there is no comprehension, while comprehension means the identification of the intended meaning of written and spoken communication.¹⁷ From these explanations it is clear that reading is a process in order to get some information from the reading text. Reading is not solely the activity of reading some sentences however conjointly understands the meaning.¹⁸ It is mean not just a kind of word-for-word process, but rather words that are processed serially in order to identify the meaning of the words. However, students should read English texts and journals, as most scientific and technical knowledge is recorded in this language.¹⁹

b. The Objective of Reading Comprehension

It is possible to convey meaning through reading that is contained in or implied by written symbols, and this is something that all language instructors need to fully understand.²⁰ It is crucial to expose young children to initiatives that

¹⁶ Brown, 1994. Definition of Reading. Accessed on 8 August 2024.

¹⁷ Schmidt, and Richard. Longman Dictionary of Language Teaching and Applied Linguistics. Great Britain: Pearson Education Limited

¹⁸ Husnaini, "ELTIC (*English Language Teaching and English Linguistics*) Teaching Reading Comprehension Through Story Mapping Technique at Senior High School in North Luwu". *Journal of English Language Teaching and English Linguistics*, 6(2).

¹⁹ Husnaini, H. (2018). The Effectiveness of know "want-Learn (KWL) Strategy in teaching reading comprehension. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 6(2).

²⁰ Rofiqi, F. (2022). Teacher strategies in teaching reading comprehension at The Eighth-Grader of Al-Kautsar Junior High School Malang (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).

promote a love of reading. It starts with a students' aptitude for letter recognition. Make reading both a need and a pleasure.

One method to obtain knowledge from written materials is to read them. Being able to read in English is crucial since it enables us to access a wealth of information from various sources, including books, periodicals, magazines, and newspapers. Objective reading comprehension in English is an approach to reading that aims to objectively assess the reader's understanding of a text. This is typically done through a series of factual questions, where the answers can be directly found within the text.²¹ The primary goals of this method include evaluating how well a reader can:

- 1) Identify factual information: Readers should be able to locate key details explicitly mentioned in the text.
- 2) Make logical inferences: Readers are expected to infer or understand implicit information based on the context.
- 3) Connect main ideas: This involves the ability to grasp the overall main ideas or purpose of the text.

This approach tends to focus more on direct comprehension testing, where scoring is not influenced by readers' subjective interpretations, but rather their ability to draw answers from the content.

c. Strategies in Teaching Reading Comprehension

²¹ H. Douglas Brown, *Teaching by principles*, (San Francisco State University, Pearson Longman), p. 366-370.

Reading comprehension strategies are techniques used to help readers understand text more effectively.²² Here are some common reading comprehension strategies:

- 1) Previewing: Before reading, readers glance at headings, subheadings, pictures, diagrams, or bold text to get a general idea of the content of the text.
- 2) Skimming and Scanning:
 - a) Skimming is reading quickly to get the main idea of the text.
 - b) Scanning is looking for specific information in the text, such as dates, names, or numbers.
- 3) Questioning: Readers ask questions during reading to encourage engagement and help with deeper understanding. These questions can be about the text content, characters, or themes.
- 4) Summarize: After reading, the reader compiles a summary or key points of the text to ensure understanding of the material read.
- 5) Making Inferences: Readers use information in the text as well as their experience or knowledge to infer meaning.

d. Principles of Reading Comprehension

The capacity to comprehend, evaluate, and extrapolate meaning from written material is known as reading comprehension. A number of guidelines have been produced by literacy and education experts to help with effective reading

²² Alison Pendergast, *Reading Strategies for Middle School Students* (New York: Learning Express, 2019), 45.

comprehension.²³ These guidelines center on techniques that enhance readers' comprehension and encourage in-depth interaction with the material:

- 1) **Active Engagement:** Students actively engage in the reading process by generating questions and summarizing the information, which enhances understanding and retention.
- 2) **Identifying Key Concepts:** Focusing on identifying important information through the Survey and Question steps helps students grasp the main ideas of the text before reading in detail.
- 3) **Structured Learning:** The SQ3R technique provides a clear structure with five steps, guiding students to read systematically and improving comprehension efficiency.
- 4) **Reflection and Repetition:** Through the Recite and Review stages, students reflect on and revisit the material, reinforcing long-term memory and understanding.
- 5) **Connecting Knowledge:** The technique helps students connect new information with existing knowledge, making comprehension deeper and easier to remember.

e. Types of Reading Comprehension

- 1) Intensive reading

²³ Pardo, L. (2004). *What Every Teacher Needs to Know About Comprehension*. Reading Teacher, 58(3), 272-280.

In a reading process that produces accurate knowledge, in the field of reading comprehension, there is a detailed and accurate text that is very easy to understand because it uses the linguistics method.

2) Extensive reading

Based on Carrel and Carson, extensive reading on a large and wide scale, this understanding trigger the text to be read, but the reader only on the purpose of the reading content.²⁴

f. Levels of Reading Comprehension

The following are the reading comprehension levels derived from Barrett's taxonomy:²⁵

1) Literal comprehension.

The most commonly used reading skill, lateral comprehension, involves skimming and scanning to find important ideas and supplementary information. The ability to understand the concise concepts that are conveyed in a book is necessary for literal comprehension.

2) Reorganizing

The phrase "restructuring" referred to a variety of techniques, including sorting information into categories, organizing language to make a point clearly and concisely, summarizing the author's views in

²⁴ Carrel and Carson, Extensive Reading Program”, (Romania: RATE,19)

²⁵ Surtantini, R. (2019). Reading Comprehension Question Levels in Grade X English Students' Book in Light of the Issues of Curriculum Policy in Indonesia. *PAROLE: Journal of Linguistics and Education*, 9(1), 44. <https://doi.org/10.14710/parole.v9i1.44-52>

alternative words, and synthesis. It indicates how well the reader is able to make connections between the many pieces of information.

These reading comprehension levels could help students pinpoint their areas of strength and develop their reading comprehension skills. In order to become proficient at these levels, readers should investigate efficient reading techniques that promote comprehension and understanding. Students can also more effectively identify areas for improvement and advance their mastery of reading abilities by knowing these reading comprehension levels. In order to become proficient at these levels, readers must actively investigate and utilize efficient reading techniques that promote understanding and comprehension.

2. SQ3R technique

a. Definition and skill reading comprehension in SQ3R technique

In the past, researchers have tested adults enrolled in the US Army's special training program using this method. Researchers have also begun to introduce and use this tactic in public schools.²⁶ The SQ3R methodology is one efficient set of methods for accessing a document that requires reading.²⁷ The SQ3R approach comprises the subsequent five steps:

- 1) Skimming (Survey): Quickly scanning the text to get an overview, including reading titles, subtitles, and any highlighted information, which helps in identifying the main ideas.

²⁶ Robinson, F. P. (1971). Survey Q3R: Then and now. *College and Adult Reading*, 6th Yearbook of the North Central Reading Association, 248-261.

²⁷ Brown. (2000). *Teaching by Principles : An Interactive Approach to Language Pedagogy*. New York : Pearson Education

- 2) Questioning: Formulating questions based on the text's headings or content to actively engage the mind and create a purpose for reading.
- 3) Critical Reading (Read): Carefully reading the text to find answers to the questions posed, enhancing the understanding of the material.
- 4) Recall (Recite): Summarizing or explaining the text in one's own words to reinforce understanding and memory retention.
- 5) Reviewing: Revisiting and reviewing the content to strengthen comprehension, consolidate knowledge, and ensure long-term retention.

Further details on the SQ3R approach are students evaluate the chapter title and subheadings during the survey step in order to mentally create an overview of the chapter or content. The students once again glance over the primary headers during the question process. The questions posed under these titles are meant to be read and answered in the following stage.²⁸ Finding answers to the questions formulated in the question step is the primary goal of the stage. The students really recite the answers to the questions aloud during the recite step. Students should now be concerned on the quality of the response, such as whether the author provides answers that adequately address the questions.²⁹ The final phase, review, is a survey-style review of the full document or selection, performed from memory.

The SQ3R approach can derive the greatest possible advantage from the readers' reading time based on the definitions. It also aids in the reader's mental

²⁸ Thomas, E. H., & Robinson, F. P. (2021). *Improving Reading in Every Class: A Sourcebook for Teachers* (4th ed.). Allyn and Bacon.

²⁹ Pauk, W., & Owens, R. J. Q. (2019). *How to Study in College* (11th ed.). Cengage Learning.

organization of a subject's structure. It also aids in goal-setting and the ability of the reader to distinguish between pertinent and unimportant information.

b. The Steps of SQ3R

The SQ3R method is a well-known reading comprehension technique that helps readers engage more deeply with a text. It stands for Survey, Question, Read, Recite, and Review.³⁰ Here's a breakdown of the steps:

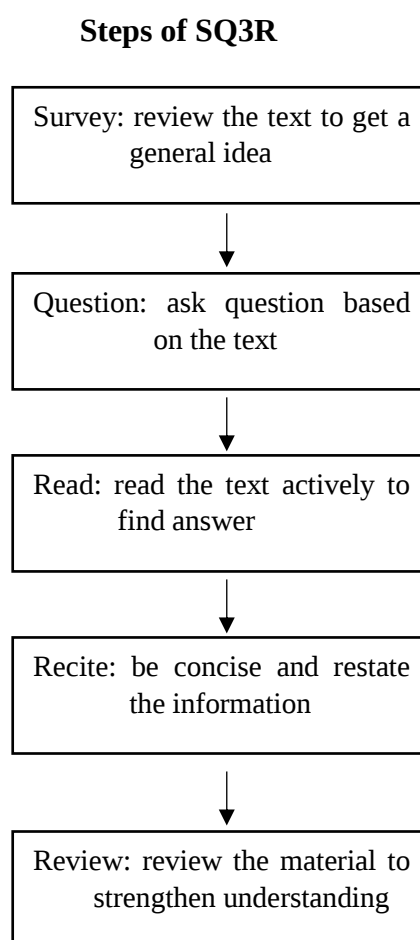


Chart 2.1 The step of SQ3R

³⁰ Robinson, F.P. (1946). *Effective Study*. New York: Harper and Row.

The SQ3R technique consists of five distinct processes that assist the reader in identifying and studying the most crucial topics of each chapter. These actions are listed below:

- 1) Survey: The survey is a form of pre-reading assignment that includes looking at chapter headings to identify the main ideas that will be covered in detail. The reader should simply scan the chapter for any immediately recognizable titles, headings, subheadings, review questions, captions, chapter or section summaries, or other indicators of the main ideas the chapter is trying to get across.
- 2) Question: The readers are required to formulate a question out of the first heading in this phase. While reading the chapter, the reader should take each of these topics and formulate questions for themselves to respond. After the person has determined every query that needs to be addressed while reading the chapter.
- 3) Read: In order to respond to the question, the reader must read the material in this phase. After that, the person should study the chapter and make an effort to determine the solutions to all of the questions.
- 4) Recite: After finishing the first portion, the reader can take their eyes from the book and attempt to quickly recite the answers to their queries. Once the person has finished a paragraph or section of the chapter, they should pause, recite any questions they think they can answer, and then recite the responses.
- 5) Review: This is actually the last step. After reading the entire chapter and answering to all the questions, the person should go back and mark up each

question with the appropriate response. This made it possible for the person to swiftly review the data at a later date.³¹

There are general steps for adopting SQ3R in reading comprehension from the five steps listed above. As a result, teachers can modify or create based on the learning context and the desired learning outcomes.

c. Characteristic of SQ3R

By looking at the beginning and end of the reading, we can use this method to survey the content before beginning to read. For example, before starting to read a book, we look up the book's title, author, publisher, year of publication, table of contents, preface, summary, and bibliography. After surveying the book, we create some questions for ourselves about the reading that we anticipate the book will answer.³² This will aid and direct us in reading comprehension.

Equipped with these inquiries, we proceeded with reading. The query is a choice that can facilitate the reader's speedy discovery of the information he needs. After reading, we practice telling or expressing it again in our own words to gauge our level of reading proficiency.³³ Our little notes serve as a memory aid the final step in SQ3R-based reading exercises is to go back and repeat what we have read. The reading does not need to be read again in its entirety; instead, we just need to focus on the passages that are deemed crucial for giving us a general

³¹ McNamara, D.S. (2007). *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. New York: Lawrence Erlbaum Associates.

³² Fleming, G., & Walls, G. (2020). *Effective Study Strategies for College Success*. Routledge.

³³ Huang, H. Y., & Newbern, D. (2021). "Metacognitive strategies in reading: Integrating the SQ3R method into digital reading platforms." *Educational Technology Research and Development*, 69(4), 865-882.

understanding of the reading and for highlighting significant details that we might have overlooked the first time around.

d. Advantages and Disadvantages of SQ3R technique

There are benefits and drawbacks to this technique.³⁴ The benefits are:

- 1) Helping students distinguish between details and essential ideas.
- 2) Giving students the opportunity to practice responding to test-style questions.
- 3) Regularly testing students to cut down on mental strays.
- 4) Encouraging students to take brief notes using their own language to help them prepare better for tests.
- 5) Improving how well students apply memory principles.

The benefits of the SQ3R approach are also explained in the following ways:

- 1) Encouraging students to examine the text with focus and active engagement
- 2) Encouraging a more thorough comprehension of each major idea and supporting idea in the content.³⁵

All things considered, the SQ3R approach worked well for understanding long sections that had a lot of information. But for it to be implemented effectively, students have to understand the organization of the text, identify the key concept, and take notes from the paragraphs on their own. Additionally, the

³⁴ Aziz, L. N. (2020). Implementation of SQ3R Method In Improving The Students Basic Reading Skill, *EDUCATIO: Journal Of Education*, 5(1), 98-106

³⁵ Manik, J., Nasrani, F., & Sipahutar, N. (2022). Jote Volume 4 Nomor 2 Tahun 2022 Halaman 965-973 journal on teacher education research & Learning in Faculty of Education The Effect of SQ3R Method on Students

SQ3R approach promotes the growth of critical thinking, information processing, and self-directed learning in students—all of which are highly beneficial in both academic and professional contexts.

On the other hand, the SQ3R technique has drawbacks in addition to its benefits. The five steps of the SQ3R approach had five drawbacks, which affected:

- 1) Less interaction between teachers and students, which leads to passive learning and teaching methods that go against the expectations of contemporary curricula for active participation.
- 2) When using the SQ3R strategy as a reading technique, students may have a longer learning curve.³⁶

Furthermore, outline the following drawbacks of the SQ3R method:

- 1) Keeping in mind that certain subject matter is easy to learn and some is difficult made it challenging to apply the strategy to all subjects.
- 2) This SQ3R requires time constraints, the ability to create questions, and the ability to identify key phrases.
- 3) Students must read, and SQ3R solely places emphasis on comprehending the reading's or material's substance.

Teachers should ensure that students thoroughly understand the SQ3R technique by providing thorough explanations and examples to help minimize any potential implementation issues. This approach might hasten the adoption of SQ3R as a rapid reading strategy by students. Keeping lines of communication

³⁶ Aziz, L. N. (2020). Implementation of SQ3R Method In Improving The Students Basic Reading Skill, *educatio: Journal Of Education*, 5(1), 98-106

open with students may also promote a more positive approach to teaching and learning.³⁷

To sum up, the SQ3R approach has a number of benefits, including helping students to discriminate between main ideas and details, honing their question-answering techniques, decreasing mental stumbling, and encouraging memory principles. It does, however, have several drawbacks, chiefly associated with its subject-specific applicability and skill requirements. Accordingly, the teacher encountered challenges in applying it; specifically, at the start of the session, students were able to concentrate on the subject matter, but as the course progressed, their level of focus decreased.

3. Narrative text

a) Definition of Narrative Text

A narrative text makes up the reading material. A narrative text is a work of fiction or imagination that is typically portrayed as a chronological sequence of events that the characters in the text experienced or went through. The narrative text also places a strong emphasis on comprehending the plot, topic, characters, and events—as well as how they connect to one another. In earlier studies, students had trouble with narrative materials.³⁸ A narrative text contains a purposeful story and describes historical occurrences. A narrative text is a story, that is composed in a creative manner and that recounts a series of real-world or

³⁷ Manik, J., Nasrani, F., & Sipahutar, N. (2022). JOTE Volume 4 Nomor 2 Tahun 2022 Halaman 965-973 journal on teacher education Research & Learning in Faculty of Education The Effect of SQ3R Method on Students

³⁸ Rizqon, M. K., Andreani, S., & Astuti, U. P. (2021). The problems faced by senior high school students in reading narrative text. *JoLLA: Journal of Language, Literature, and Arts*, 1(11), 1508-1522.

made-up events.³⁹ The term "imaginary" refers to the possibility that the narrative is merely the product of someone's imagination or a group of people who have not yet established the veracity of the claims made. Additionally, a narrative text tells a story with obstacles or troubling events and attempts to discover answers to the issues.

However, there are a few issues with reading narrative texts. Reading narrative texts is a tedious task because students encounter numerous difficulties when reading, including the need to understand the entire text, identify the main idea, draw conclusions about its content, and provide an accurate response to a question pertaining to the story at the end.⁴⁰

b) Structure of Narrative Text

There are structure of narrative text:

1) Orientation

The introduction, where the background of the story is presented, including characters, setting, and time.

2) Complication

This is the part where problems or conflicts affecting the main character arise. This is the core of the story where the tension begins to build.

³⁹Rohmana, H.S., Syahri, I., & Sulaiman, M. (2019). Teaching An Analysis of Students' Difficulties in Comprehending Narrative Text 112 reading narrative text through thinking your thinking strategy. *ELT Lectura*, 6(2),102 113.

⁴⁰ Lisandi, N., & Adijaya, N. (2019). The effectiveness of using collaborative strategic reading (CSR) on students' reading comprehension of narrative text. *English Language in Focus*.

3) Resolution

The resolution provides a solution to the problems faced by the main character. The conflict introduced in the previous section is resolved in this part.

4) Re-orientation (optional)

This is the closing part of the story, which sometimes includes a conclusion or moral message. However, re-orientation is optional.⁴¹

c) Characteristics of Narrative Text

The characteristics of the SQ3R technique include:

- 1) **Active Engagement:** SQ3R encourages students to actively participate in the reading process by making predictions, asking questions, and summarizing information, leading to better comprehension.
- 2) **Systematic Approach:** The technique is structured in five clear steps—Survey, Question, Read, Recite, and Review—that guide students through a logical progression to enhance understanding and retention.
- 3) **Focus on Comprehension:** SQ3R prioritizes understanding over memorization by helping students focus on key ideas and concepts, rather than just details.
- 4) **Critical Thinking:** It promotes critical thinking as students are encouraged to ask questions, analyze the text, and reflect on the material during the reading process.

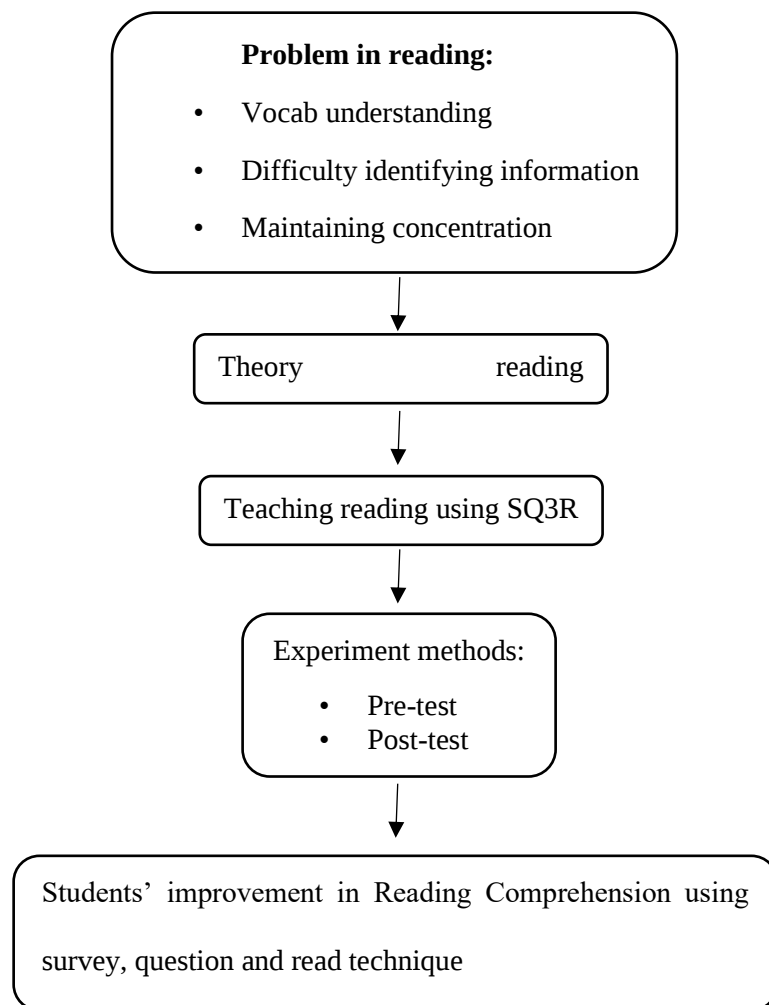
⁴¹ Anderson, Mark. (1997). *Text Types in English 3*. Macmillan Education.

- 5) **Memory Reinforcement:** The technique includes repetition and review (Recite and Review steps) to strengthen memory and deepen long-term retention of the material.

These characteristics make SQ3R a comprehensive and effective method for improving reading comprehension.⁴²

C. Conceptual Framework

The conceptual framework can be seen in the diagram:



⁴² Derewianka, Beverly. (1990). *Exploring How Texts Work*. Australia: Primary English Teaching Association.

Chart 2.2 conceptual framework

The conceptual framework in the study “The Implementation of SQ3R Technique to Increase Students' Reading Comprehension” refers to the theoretical relationship between the SQ3R technique (Survey, Question, Read, Recite, Review) and students' reading comprehension. SQ3R is a learning strategy designed to assist students in understanding text better through systematic stages, from reviewing the material, asking questions, reading, repeating, to reviewing the information. This framework explains how the application of this technique can affect students' ability to capture meaning, analyze information, and improve understanding of text. The research will test whether this technique is effective in improving students' reading skills based on relevant learning theories.

D. Hypothesis

The purpose of this study was to ascertain whether using the SQ3R technique during the English language learning process affected the increase in reading comprehension of students with basic abilities. Here's how the hypothesis is put forth:

H₀: The use of the SQ3R technique is not effective in increasing the reading comprehension of eighth grade students at SMPN 7 Palopo.

H₁: The use of the SQ3R technique is effective in increasing the reading comprehension of eighth grade students at SMPN 7 Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied a quantitative method in the form of pre experimental. Pre-experimental design with one group pre-test and post-testing was used in this research. The most basic type of research design for determining if there is a causal relationship between the variables under investigation is the experimental design. The purpose of this study is to assess how well students' reading comprehension has improved when utilizing the SQ3R approach. In order to draw findings and address study hypotheses, numerical data was analyzed using a quantitative approach. A pre-test, a treatment, and a post-test were administered to the experimental group.

Design of the research:⁴³

Research Design		
(pre experiment research)		
O ₁	X	O ₂

Notes:

O₁ : Pre-test

X : Treatment

⁴³ Kowalski, S. E., & Taylor, A. K. (2019). "Evaluating the effectiveness of educational interventions: Pre-experimental designs." *Journal of Educational Research*, 112(5), 742-754.

O₂ : Post-test

B. Place and Time of the Research

This research was conducted on class IX students of SMPN 7 Palopo located Jl. Andi Pangerang, Luminda, kec. Wara Utara, Kota Palopo. This research was conducted on October to September 2024.

C. Research of Variables

The variables of this research consisted of two variables, namely:

1. Independent variable

Independent variable is the variable being tested. The independent variable in this study is the SQ3R technique.

2. Dependent variable

Independent variables are factors that are controlled by researchers and also cause changes that occur in the dependent variable. The dependent variable in this study is reading comprehension.

D. Population and Sample

1. Population

The population of this research was class IX students at SMPN 7 Palopo. There are 3 classes with 30 students each class. The total students are 90 students.

2. Sample

In this study, purposive sampling was used. There are class IX.A who make up the sample that the researcher used for this study. The researcher chose this class to be the research subject because based on the research experience

when teaching at the school, the students' interest in reading in this class is very lacking.

E. Research Instrument

The instrument of this research is reading test. The purpose of the pre-test is to assess students' foundational reading comprehension skills, and the post-test is meant to ascertain whether or not the SQ3R technique has improved the students' performance. The number of reading test is 25 questions which divided in 20 multiple choice and 5 short answer question.

F. The Procedure of Collection Data

1. Pre-test

In the pre-test contains questions about narrative text in the form of 20 multiple choice and 5 short answer questions that have been instructed by the researcher to students. The goal of the test was to determine how well students understood narrative texts. As a result, the tests satisfied the content validity requirement.⁴⁴ If the test results are measuring the appropriate things for the test's intended use, the test may be considered legitimate.

The data were gathered through reading test. The pre-test was designed to determine the students' reading proficiency prior to applying the SQ3R approach. Following the students' receipt of the treatments, the researches administered a post-test to gauge the impact of SQ3R. The students will do the worksheet given and answer for 60 minutes.

⁴⁴ Livingston, S. A. (2018). Test reliability-basic concepts (Research Memorandum No. RM-18-01). New Jersey: Educational Testing Service.

2. Treatment

After giving the students the pre-test, the researcher treated the students with three sessions of thirty minutes each, using intensive reading techniques. Treatment class consists of 4 meeting. The steps in treatment were as follows:

a. Opening activity

- 1) The research started the lesson by greeting and praying together.
- 2) The research checked student's attendance.

b. Whilst activity

- 1) The researcher explained the structure and how to read using the SQ3R technique.
- 2) The researcher sent a photo of the narrative text to the WhatsApp group.
- 3) Students are directed to survey the story text on the website that has been distributed to get a general idea of the narrative text.
- 4) Students created questions based on the information they have obtained from the narrative text.
- 5) Students are directed to read the text in its entirety to answer the questions they have created.
 - 1) Students are directed to remember and explain important information without looking at the text.
 - 2) Students was directed to review the narrative text to better understand what important information the text contains.
 - 3) The teacher evaluated student work and provide feedback on the material.

c. Closing

- 1) The teacher concluded the material and gives motivation to the students.
- 2) The teacher and students close the meeting by praying and greeting.

The following are the topics for each meeting:

First meeting : The Legend of Toba Lake.

Second meeting : Pinocchio.

Third meeting : Mystery Story.

Fourth meeting : Buffalo and Crocodile

3. Post-test

After giving treatment to students, the research gave a post-test. In the post test, the research gave a test like the pre-test. The researcher provided a narrative text with a topic entitled The Tale of Three Corn Farmers, The Fox and The Grapes, The Tale of Raden Putra's Regret and Redemption and The Tale of Three Farmers which divided in 20 multiple choice and 5 short answer question.

G. Techniques of Data Analysis

The analysis of Reading Test

a) Scoring The Students

answer⁴⁵

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total number of test}} \times 100$$

⁴⁵ Lessage, E., Valcke., & Sabbe, E., "Scoring methods for multiple choice assessment in higher education-Is it still a matter of number right scoring or negative marking?". Studies in Educational Evaluation, 39(3), 188-193, 2013.

b) Calculating the Percentage of the Students' Score

The percentage used the following formula to compute the frequency of the rate percentage:

$$P = \frac{F}{N} \times 100$$

Where :

P = Percentage

F = Frequency

N = The number of samples (total respondents)

c) Classifying the of the Student's Score

The score of the students was classified into four levels, as follows:⁴⁶

Table 3.1 The Score Classification of Student Answer

Category	Range	Assessment Criteria
Excellent	86-100	The students' got 21 until 25 correct answer
Good	71-85	The students' got 15 until 20 correct answer
Average	56-70	The students' got 10 until 14 correct answer
Poor	<55	The students' got 1 until 9 correct answer

⁴⁶ "Guide to scoring Rubrics". UC Davis School of Education, California, 2014.

Table 3.2 Scoring Rubric for Short Answer Question and WH Question

NO.	Aspects	Score
1.	The meaning and structure are correct.	4
2.	The meaning is correct and some errors of structure.	3
3.	Some errors of meaning and structure.	2
4.	The meaning and structure are incorrect.	1
5.	No answer	0

d. Using Statistical Analysis

Using SPSS version 27, to find out the mean and standard deviation of students, the paired sample statistics, and paired sample correlation of pre-test and post-test, as well as the pairs sample test.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

The findings of the research cover the description of the result of students' pre-test and post-test. The pre-test was given before treatment while the post-test was given after treatment to find out students reading comprehension after being treatment. The findings are explained as follows:

1. The analysis of students score in pre-test

The following is a tabulation of student scores obtained by the researcher in the test given to students during the pre-test, which is as follows:

Table 4.1 Test Score in Pre-Test

NO	Students	Students score	Category
1	S1	33	Poor
2	S2	30	Poor
3	S3	35	Poor
4	S4	28	Poor
5	S5	33	Poor
6	S6	35	Poor
7	S7	40	Poor
8	S8	25	Poor
9	S9	33	Poor

10	S10	30	Poor
11	S11	43	Poor
12	S12	38	Poor
13	S13	45	Poor
14	S14	38	Poor
15	S15	43	Poor
16	S16	48	Poor
17	S17	38	Poor
18	S18	50	Poor
19	S19	58	Average
20	S20	60	Average
21	S21	25	Poor
22	S22	45	Poor
23	S23	58	Average
24	S24	33	Poor
25	S25	35	Poor
26	S26	48	Poor
27	S27	43	Poor
28	S28	50	Poor
29	S29	45	Poor
30	S30	30	Poor
Score		1195	

Mean Score	39.83
------------	-------

The table 4.1 explains the student scores in the pre-test with a total of 30 students, with 3 students which is categorized as "average". Then in the "poor" category, 27 students. The overall score of all students is 1.195 and the mean score is 39.83. Only a few students scored in the average category while the rest of the students were on average in the poor category, which was lower than the score of <55. With this, the researcher concludes that students have a low level of reading comprehension to the material given and need teaching to make it better. After summarizing, the researcher then tabulated the data into percent. Student scores are classified into four levels as follows:

Table 4.2 Percentage and frequency of the Students Score in Pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	86-100	0	0%
2.	Good	71-85	0	0%
3.	Average	56-70	3	10%
4.	Poor	<55	27	90%
Total			30	100%

Table 4.2 describes the percentage and frequency of scores obtained by students in the pre-test: where students who scored "Excellent" and "Good" were 0%, while students who scored "Average" were 10%, and students who scored "Poor" were 90%.

2. The analysis of students score in post-test

After analyzing the students' score in pre-test, researcher then analyzed the students post-test, which was shown on the table below:

Table 4.3 The Students Score in Post-test

No	Students	Students score	Category
1	S 1	53	Average
2	S 2	53	Average
3	S 3	55	Average
4	S 4	45	Poor
5	S 5	50	Poor
6	S 6	58	Average
7	S 7	63	Average
8	S 8	50	Poor
9	S 9	60	Average
10	S 10	63	Average
11	S 11	73	Good
12	S 12	63	Average
13	S 13	70	Average
14	S 14	60	Average
15	S 15	68	Average
16	S 16	78	Good
17	S 17	68	Average
18	S 18	88	Excellent
19	S 19	90	Excellent
20	S20	83	Good
21	S21	58	Average
22	S22	88	Excellent
23	S23	80	Good
24	S24	65	Average

25	S25	65	Average
26	S26	85	Good
27	S27	78	Good
28	S28	90	Excellent
29	S29	80	Good
30	S30	68	Average
Score		2184	
Mean score		68.27	

The table 4.3 shows that there is an increase in student scores from the previous score, where there is 3 students who are categorized as "Poor". Then 15 students who are categorized as "Average". Furthermore, in the "Good" category, there is 7 students, In addition, the category “Very Good” 4 students and it can be concluded that the students' reading comprehension has improved after being treated using SQ3R technique.

After being given an assessment, the researcher then analyzed the data into a percentage form with four classifications as follows:

Table 4.4 Percentage and frequency of the Students Score in Post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	86-100	3	10%
2.	Good	71-85	9	30%
3.	Average	56-70	15	50%
4.	Poor	<55	3	10%
Total			30	100%

The data in table 4.4 shows the percentage and frequency of scores obtained by students in the post-test given. Where table 4.4 shows that students who are categorized as "Excellent" are 10%. the score of students categorized as "Good" is 30%. Then for the "Average" category by 50%. after that, for the score of students in the "Poor" category, there was only 10%.

3. The descriptive statistic of the Pre-test and Post-test

The descriptive statistic are presented in the following table:

Table 4.5 Descriptive Statistic Students Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	25	60	39.83	9.567
Post-test	30	45	90	68.27	13.149
Valid N (listwise)	30				

From table 4.5, it is found that the lowest score of students (minimum) in the pre-test is 25 and the highest score of students (maximum) is 60. The mean value in the pre-test is 39.83 with a standard deviation value of 9.567. Meanwhile, in the post-test, the student's lowest score (minimum) is 45 and the student's highest score (maximum) is 90. The mean value in the post-test was 68.27 with a standard deviation of 13.149. So it can be concluded that the use of SQ3R technique in learning can improve students' reading comprehension.

4. The paired sample statistic

The researcher used a test and calculated the data using SPSS version 27.

The explanation is as follows:

Table 4.6 The Paired Sample Statistic of Students Pre-test and Post-test

		Mean	N	Std. Deviation	Std. error mean
Pair 1	Pre-test	39.83	30	9.567	1.747
	Post-test	68.27	30	13.149	2.401

Table 4.6 shows the difference in students' mean scores between pre-test and post-test. The mean score obtained by students in the post-test 68.27 (Average) is higher than the mean score obtained by students at the time of the pre-test 39.50 (Poor). The standard deviation in the pre-test was 8,939 and the post-test was 13,149, which shows that there is a difference in the learning outcomes obtained by students before and after being given treatment.

5. The correlation between Pre-test and Post-test

The correlation between the pre-test and post-test is presented in the following table:

Table 4.7 The Paired Sample Correlation of Students Pre-test and Post-test

		N	Correlation	Sig.
Pair 1	Pre-test &	30	0.856	0.001

Post test

Table 4.7 shows that the correlation value between pre-test and post-test is 0.856 with a significant value of 0.001. Since the significant value is $0.001 > 0.05$ probability value, this means that the correlation between the pre-test and the post-test is negative which indicates that the two-linear relationship between the two variables is considered weak. For more detailed results, a test is needed to see the validity of the data obtained.

6. The calculation of t-test Pre-test and Post-test

The experimental groups were shown in table 4.8 before and after the treatment, respectively.

Table 4.8 The Paired Sample Test of Students Pre-test and Post-test

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test – Post- test	-28.433	6.996	1.277	-31.046	-25.821	-22.261	29	<.001

Based on the results of the analysis in the table above, the researcher concluded that there was a significant difference between pre-test and post-test. The results of the data analysis showed that the T-test score = 22.261 with degrees

of freedom (df) = 29. Based on the value of T-Table =2.042 which is a significance standard of 0.05 with 30 degrees of freedom. showed that the t-test value was greater than the t-table value ($22.261 > 2.042$).

This means that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Therefore, it can be concluded that there is a significant difference in students' reading ability before and after using SQ3R technique. With this, the researcher concludes that the use of the SQ3R technique in learning is effective in improving students reading comprehension.

Based on the data calculation carried out by the researcher after carrying out the research using spss version 27, it was found that the 2-tailed significance was obtained at 0.001 which is smaller than the standard significance level, namely 0.005 ($0.001 < 0.005$). The results of this calculation state that the researcher's (H₁) was accepted and (H₀) was rejected. With this, it can be concluded that there is a significant difference in improving students' reading comprehension.

B. DISCUSSION

In this study, researchers used the SQ3R technique to improve students' reading comprehension. This research was conducted using a pre-experimental method with a one-group pre-test and post-test design. There are two variables in this study, namely the independent variable (SQ3R Technique) and the dependent variable (reading comprehension). The researcher is interested in using this media to see if it is enough to help students understand the reading text better. This

media was chosen based on the consideration of the situation and condition of the object under study.

This research was conducted at SMPN 7 Palopo, especially in class IX.A. The researcher took samples using total sampling, which was used as an experimental class where pre-test, treatment, and post-test were given. The data collected was used to determine the students' reading comprehension skills had increased while using the quiz website as seen from the results obtained by students in the pre-test score and post-test score.

During the use of the SQ3R technique in junior high school classrooms, the classroom situation tends to be more structured and interactive. Students are invited to first scan the text (Survey), looking for important information, before asking questions (Question) about what they expect to understand from the text. This process is followed by reading the text in depth (Read) to find answers to the questions that have been asked, then summarizing the information (Recite) by expressing it back orally or in writing, and finally reviewing the material that has been learned. The researcher provided guidance in each stage, directing students to stay focused on the purpose of reading and encouraging group discussions so that students could share their understanding. While there was an increase in active engagement, there were sometimes challenges in maintaining students' attention, especially if the texts used were uninteresting or difficult to understand. However, with the right text selection and good guidance, the SQ3R technique can create a more dynamic learning atmosphere and improve students' reading comprehension.

Based on the data calculation carried out by the researcher after carrying out the research using spss version 27, it was found that the 2-tailed significance was obtained at 0.001 which is smaller than the standard significance level, namely 0.005 ($0.001 < 0.005$). The results of this calculation state that the researcher's (H_1) was accepted and (H_0) was rejected. With this, it can be concluded that there is a significant difference in improving students' reading comprehension.

The finding of the study showed that the use of SQ3R technique improves students' reading comprehension. It can be seen through the improvement of all reading aspects or indicators, namely the ability of finding main idea, detail information of the text, understanding the meaning of unfamiliar words, identifying the use of reference, and the ability of finding implied information of the text. The students' ability in comprehending such text improve because they were taught with effective ways, namely SQ3R technique. In fact, they did know how to comprehend such text and also they had many difficulties in comprehending text, but actually, they could implement SQ3R technique to comprehend such text effectively in post-test. Besides, they could minimize the mistakes they had before.

The improvement of reading comprehension increased due to the SQ3R technique. SQ3R contributes as a technique to help the teacher deliver the material easily and make it easier for students to receive the material. SQ3R is a useful technique to fully absorb written information. This technique helps students to create a good outline of a good subject, where the reader can subject, where the

reader can include the facts correctly. The SQ3R technique helps students to set learning objectives. The technique also encourages students to use reviewing techniques that will help fix the information in their minds.⁴⁷

SQ3R technique is the first reading strategies, survey reading to get a general idea of what will be read.⁴⁸ Then, asking questions of yourself the expected answer is contained in the text would be easy to understand the reading. Furthermore, trying to express the words own specifics importance. This is done in order to master and remember it longer.⁴⁹

By using SQ3R technique especially in the first step of this technique, survey, the students are asked to glance through the topic heading and try to get an overview of the reading to get an idea of where the chapter is going. This step will help the students' mind prepare. For the subject at hand, and it also lets the students know what the text will be about, as we know that the title is not reliable indicators of content. But it is reasonable starting point in helping the readers to locate information or predict what the text contains.

Moreover, in this step the students can also identify the use of reference in a text. When the students cannot infer the use of references in the text, the students should look them up and be sure to reread not only the sentence in which the reference appears but also the sentence which precedes it to ensure the students understand it. So, they can identify or understand to whom the pronoun refers to. Klingner, states that as the reader progresses through individual

⁴⁷ Biringkanae, A. (2018). The use of SQ3R technique in improving students reading comprehension. *Transformation*, 30, 30.

⁴⁸ Robinson, F. P. (1946). *Effective study*. Harper & Row.

sentences, he or she is processing more than the individual meaning units within sentences.⁵⁰ He or she is also actively making connections across sentences. This process of understanding and inferring the relationship among clauses are referred to as integrative processing. Also, affirmed that when the students confronted with an unfamiliar word, they should look into the familiar word and spelling patterns, then use context to understand what is the word refers to.⁵¹

SQ3R method is the solution to enhance the students' mastery of vocabulary: The lack of vocabulary led students in to a situation in which they often get stuck to continue their reading.⁵² In the third step of SQ3R method, Reading, the students are asked to infer the unknown word from the context and do not skip this unfamiliar word in the text. If the students cannot infer unfamiliar word meanings from context, SQ3R method asks the students to look them up and be sure to reread the sentence in which each new word appears to ensure the students understand it.

In this study, there were difficulties when conducting the research, one of the main challenges was the variation in reading ability among students which could affect the effectiveness of the SQ3R technique. In addition, the limited time to implement this technique in classroom teaching and learning activities is also an obstacle, so not all students can master the SQ3R steps well. In addition, external factors such as students' lack of motivation or attention also affected the

⁵⁰ Klingner, J. K. (2023). *The importance of reading comprehension and its role in learning*. Journal of Educational Psychology, 96(2), 349-356.

⁵¹ Alyousef, H. S. (2022). *Teaching reading comprehension to ESL/EFL learners*. The Reading Matrix, 6(2), 100-109.

⁵² Falenti, E. (2020). Improving Students' Reading Comprehension using SQ3R Method (A Classroom Action Research at the Ninth Grade Students of SMP Negeri 05 Surakarta in the Academic Year of 2019/2020).

results of the study. Nevertheless, this study also showed some advantages. The application of the SQ3R technique was proven to significantly improve students' reading comprehension, especially in helping them organize the information they read and improve their memory of the material. This technique also teaches students to be more active and critical in reading, thus improving their analytical thinking skills. The success of this technique in improving students' comprehension makes a positive contribution to the development of reading skill-based learning methods in schools.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Based on the result of this research, it can be concluded that the use or application of the SQ3R technique can improve students' reading comprehension. It can be seen from the result of test this technique helps students to find the main idea and detailed information from the text, understand the meaning of unfamiliar words, identify the use of references, and find implied information in the text. The results of this study clearly show that improving reading comprehension with the SQ3R technique can help increase students' engagement and greatly improve their reading comprehension ability. In conclusion, the author suggests other researchers who plan to use the SQ3R technique to use it to improve other students' abilities such as speaking, listening, and writing to overcome the problems that students experience.

B. SUGGESTIONS

1. For the Teachers

To the teacher, they must be creative to use various technique in teaching, do the students are interest and actively involved in teaching and learning process. There are many students of techniques that can be used in teaching such as SQ3R technique. In expect in the implementation of the technique SQ3R , the teachers can guide for students to a better direction at makes inquiries. Motivate and appreciation of students to be confident in recite the results of exercise in front of class.

2. For the Students

To the students of class IX.A SMPN 7 Palopo in order to maintain and further improve learning results in the field of English because the learning outcomes that have been achieved during the learning process continues to increase with the implementation of SQ3R technique that have been applied by the teacher.

3. For the Next Researcher

See the results of research obtained through the application of a technique of SQ3R very good, so expected to of the teachers' study another in may can applied of SQ3R technique in the process of learning.

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Appendix 1 : Surat Izin Meneliti


PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax. : (0471) 326048, Email : dpmptsp@palopokota.go.id, Website : http://dpmptsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN
NOMOR : 500.16.7.2/2024.1117/IP/DPMPTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: RATNI
Jenis Kelamin	: P
Alamat	: Dsn. Kaluak, Desa Karatuan Kec. Basse Sangtempe Utara Kab. Luwu
Pekerjaan	: Mahasiswa
NIM	: 2002020062

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE IMPLEMENTATION OF SURVEY, QUESTION, READ, RECITE AND REVIEW TECHNIQUE TO INCREASE STUDENTS' READING COMPREHENSION AT SMAN 5 PALOPO

Lokasi Penelitian	: SMA Negeri 5 Palopo
Lamanya Penelitian	: 1 November 2024 s.d. 1 Februari 2025

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 4 November 2024



Ditandatangani secara elektronik oleh :
Kepala DPMPSTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.:

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.



Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

Appendix 2 : Surat Keterangan Selesai Meneliti

	PEMERINTAHAN KOTA PALOPO DINAS PENDIDIKAN SMP NEGERI 7 PALOPO Alamat : Jl. Andi Pangeran No. 6 Kota Palopo	
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SURAT KETERANGAN PENELITIAN
Nomor : 400.3.5/144/SMPN.7/VIII/2024

Yang bertanda tangan dibawah ini :

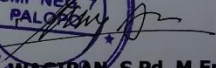
Nama	: WAGIRAN, S.Pd.,M.Eng.
NIP	: 19670219 199103 1 005
Jabatan	: Kepala Sekolah
Sekolah	: SMP Negeri 7 Palopo

Dengan ini menyatakan bahwa mahasiswa yang tersebut namanya dibawah ini :

Nama	: RATNI
NIM	: 2002020062
Program Studi	: Pendidikan Bahasa Inggris
Jenis Kelamin	: Perempuan
Semester	: IX (Sembilan)
Fakultas/ Jurusan	: Tarbiyah Dan Ilmu Keguruan

Benar telah melaksanakan Penelitian di SMP Negeri 7 Palopo selama (15) Hari. Terhitung mulai tanggal 18 November – 10 Desember 2024 untuk memperoleh data dalam rangka penyusunan Karya Ilmiah (Skripsi) yang berjudul " ***THE IMPLEMENTATION OF SURVEY , QUESTION , READ , RECITE , AND REVIEW (SQ3R) TECHNIQUE TO INCREASE STUDENTS' READING COMPREHENSION AT SMPN 7 PALOPO*** "

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 10 Desember 2024
Kepala Sekolah,

WAGIRAN, S.Pd., M.Eng.
NIP:19670219 199103 1 005



Appendix 3: Lembar pengesahan proposal skripsi

PENGESAHAN PROPOSAL SKRIPSI

'Proposal penelitian skripsi berjudul *The Implementation of Survey, Question, Read, Recite and Review (SQ3R) Technique to Increase Students' Reading Comprehension at SMA 5 Palopo* yang diajukan oleh Ratni NIM 2002020062 telah diseminarkan pada hari Senin 14 Oktober 2024 dan telah diperbaiki sesuai catatan dan permintaan penguji, dinyatakan diterima untuk proses selanjutnya

Pembimbing I  Dr. Maghfirah Thayyib, S.S., M.Hum NIP 19850719 201801 2 001	Pembimbing II  St. Hartina, S.Pd., M.Pd NIP 19910909 201903 2 021
--	--

Mengetahui:

A.N. Dekan Fakultas Tarbiyah Dan Ilmu Keguruan
Wakil Dekan I Bidang Akademik Dan Kelembagaan


Nursaeen, S.Ag., M.Pd.
NIP 19690615 200604 2 004

Appendix 4 : Lembar validasi instrument

Lembar Validasi Instrumen Narrative Text

Judul Skripsi : The implementation of Survey, Question, Read, Recite, and Review (SQ3R) technique to increase students' reading comprehension at SMPN 7 Palopo

Nama Mahasiswa : RATNI

Nim : 20 0202 0062

Prodi : Pendidikan Bahasa Inggris

A. Petunjuk Pengisian Validasi

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang di kembangkan dalam penelitian ini.
2. Pengisian lembar ini di lakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut:

1 = Tidak sesuai

2 = Kurang sesuai

3 = Sesuai

4 = Sangat sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DI NILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas				✓
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda				✓
3.	Kalimat instrument menggunakan bahasa yang baik dan benar				✓

Komentar dan Saran

.....

.....

.....

.....

B. Kesimpulan

Berdasarkan penelitian diatas, lembar instrument dinyatakan:

- ☒ a. Layak digunakan tanpa revisi
- ☐ b. Layak digunakan dengan revisi
- ☐ c. Tidak layak digunakan

Palopo, 24 Oktober 2024

Validator,


Ermanah S.Pd. I. M. Hum.

NIP. 199111172020122019

APPENDIX 5

LESSON PLAN (1st Meeting)

School : SMPN 7 PALOPO

Class : 9th Grade Students

Main Purpose : Enhancing Students Reading Comprehension

Times : 2 x 30 minutes

Meeting : 1st (Treatment 1)

Learning Objectives : Students can understand the content of the text that has

- a. Find out the new vocabulary
- b. Connecting the question and answers in the text

Subject material : Narrative text (The Legend of Toba Lake)

A. Indicators

Participate actively in reading learning activities.

Identifying the structure and characteristics of the narrative text.

B. The purpose of learning

Students are able to understands the structure of narrative text and identifying the meaning of the text.

C. Learning materials

Narrative text is type of text that tells a story of one character or more who face certain situation.

D. Learning method

1. reading comprehension

E. Learning steps

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm-up	1. greeting and do self introduction. 2. Asking about students condition then	3 minutes

		praying. 3. Ice breaker	
	Lead-in	1. Present some clues for students about the activity. 2. Ask students to guess the lesson. 3. Giving appreciation to students.	2 minutes
	Presentation	1. Describing the learning activity. 2. Mention the topic and explain the part of narrative text. 3. Serving the example of narrative text.	15 minutes
Practice	Controlled practice/skill practice	1. Distribute reading texts to students via messages in whatsapp groups. 2. Explain how to answer questions using the SQ3R technique. 3. Each student reads the story text and answers the questions on their answer sheet	25 minutes
Producing	Practice result/ close activity	1. Researcher and students check the answers together and evaluate the parts they still have difficulty working on. 2. Researcher invite students to conclude what has been learned today. 3. Researcher provide motivation and close	15 minutes

		the class with praying.	
--	--	-------------------------	--

F. Material and media

1. Marker
2. Whiteboard
3. Dictionary
4. Reading text

LESSON PLAN (2nd Meeting)

School : SMPN 7 PALOPO

Class : 9th Grade Students

Main Purpose : Enhancing Students Reading Comprehension

Times : 2 x 30 minutes

Meeting : 2st (Treatment 2)

Learning Objectives : Students can understand the content of the text that has

- a. Find out the new vocabulary**
- b. Connecting the question and answers in the text**

Subject material : Narrative text (Pinocchio)

A. Indicators

Participate actively in reading learning activities.

Identifying the structure and characteristics of the narrative text.

B. The purpose of learning

Students are able to understands the structure of narrative text and identifying yhe meaning of the text.

C. Learning materials

Narrative text is type of text that tells a story of one character or more who face certain situation.

D. Learning method

1. reading comprehension

E. Learning steps

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm-up	1. Greeting and Check Student Attendance	

		- Asking about students condition and then praying. - Ice breaker.	3 minutes
	Lead-in	- Present some clues for students about the activity. - Ask students to guess the lesson. - Giving appreciation to students.	2 minutes
	presentation	- Describing the learning activity. - Mention the topic and explain the part of narrative text. - Serving the example of narrative text.	15 minutes
practice	Controlled practice/skill practice	- Distribute reading texts to students via messages in whatsapp groups. - Explain how to answer questions using the SQ3R technique. - Each student reads the story text and answers the questions on their answer sheet	25 minutes
producing	Practice result/ close activity	- Researcher and students check the answers together and evaluate the parts they still have difficulty working on. - Researcher invite students to conclude what has been learned today. - Researcher provide	

		motivation and close the class with praying.	
--	--	---	--

F. Material and media

1. Marker
2. Whiteboard
3. Dictionary
4. Reading text

LESSON PLAN (3rd Meeting)

School : SMPN 7 PALOPO

Class : 9th Grade Students

Main Purpose : Enhancing Students Reading Comprehension

Times : 2 x 30 minutes

Meeting : 3st (Treatment 3)

Learning Objectives : Students can understand the content of the text that has

- a. Find out the new vocabulary
- b. Connecting the question and answers in the text

Subject material : Narrative text (Mystery Story)

A. Indicators

Participate actively in reading learning activities.

Identifying the structure and characteristics of the narrative text.

B. The purpose of learning

Students are able to understands the structure of narrative text and identifying the meaning of the text.

C. Learning materials

Narrative text is type of text that tells a story of one character or more who face certain situation.

D. Learning method

reading comprehension

E. Learning steps

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm-up	1. Greeting and Check Student Attendance 2. Asking about students condition and then praying. 3. Ice breaker	3 minutes

	Lead-in	1. Present some clues for students about the activity. 2. Ask students to guess the lesson. 3. Giving appreciation to students.	2 minutes
	Presentation	1. Describing the learning activity. 2. Mention the topic and explain the part of narrative text. 3. Serving the example of narrative text.	15 minutes
Practice	Controlled practice/skill practice	1. Distribute reading texts to students via messages in whatsapp groups. 2. Explain how to answer questions using the SQ3R technique. 3. Each student reads the story text and answers the questions on their answer sheet	25 minutes
producing	Practice result/ close activity	1. Researcher and students check the answers together and evaluate the parts they still have difficulty working on. 2. Researcher invite students to conclude what has been learned today. 3. Researcher provide motivation and close the class with praying.	15 minutes

F. Material and media

1. Marker
2. Whiteboard
3. Dictionary
4. Reading text

LESSON PLAN (4th Meeting)

School : SMPN 7 PALOPO

Class : 9th Grade Students

Main Purpose : Enhancing Students Reading Comprehension

Times : 2 x 30 minutes

Meeting : 4st (Treatment 4)

Learning Objectives : Students can understand the content of the text that has

- a. Find out the new vocabulary
- b. Connecting the question and answers in the text

Subject material : Narrative text (Buffalo and Crocodile)

A. Indicators

Participate actively in reading learning activities.

Identifying the structure and characteristics of the narrative text.

B. The purpose of learning

Students are able to understands the structure of narrative text and identifying the meaning of the text.

C. Learning materials

Narrative text is type of text that tells a story of one character or more who face certain situation.

D. Learning method

reading comprehension

E. Learning steps

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm-up	1. Greeting and Check Student Attendance 2. Asking about students condition and then praying. 3. Ice breaker	3 minutes

	Lead-in	1. Present some clues for students about the activity. 2. Ask students to guess the lesson. 3. Giving appreciation to students.	2 minutes
	presentation	1. Describing the learning activity. 2. Mention the topic and explain the part of narrative text. 3. Serving the example of narrative text.	15 minutes
practice	Controlled practice/skill practice	1. Distribute reading texts to students via messages in whatsapp groups. 2. Explain how to answer questions using the SQ3R technique. 3. Each student reads the story text and answers the questions on their answer sheet.	25 minutes
producing	Practice result/ close activity	1. Researcher and students check the answers together and evaluate the parts they still have difficulty working on. 2. Researcher invite students to conclude what has been learned today. 3. Researcher provide motivation and close the class with praying.	15 minutes

F. Material and media

1. Marker
2. Whiteboard
3. Dictionary
4. Reading text

Appendix 6 : Students pre-test

Pre-test

Name:

Class:

Read this text below to answer questions on 1-5!

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man.

He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter through a show of strength.

After that, the Prince of Blambangan, named Raden Begawan won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

<https://id.scribd.com/document/676267893/Soal-Narrative-Text>

Circle the correct answer!

1. Which one of the following statements is false about Sang Prabu?
 - a. Sang Prabu was the father of his only daughter.
 - b. Sang Prabu was a king of a kingdom in West Java.

- c. Sang Prabu was taken to Kahyangan by a wicked fairy.
 - d. Sang Prabu was a wise man.
- 2. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
 - a. She didn't like Raden Begawan.
 - b. She didn't want Raden Prabu to marry the princess.
 - c. She wanted Teja Nirmala to forget about her wedding.
 - d. She didn't want the prince of Blambangan to marry the princess.
- 3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people on earth at that time?
 - a. Princess Segara will have married Raden Begawan.
 - b. Sang Prabu will not hold a strength competition.
 - c. Raden Begawan will not die.
 - d. Wicked Fairy will not take Raden Begawan's life.
- 4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word here in the sentence refers to ...
 - a. The wicked fairy
 - b. The nice fairy
 - c. Princess Nirmala
 - d. Prince Teja
- 5. The similarity between fairies and humans according to the text.
 - a. The place they live.
 - b. The jealousy that they possess.
 - c. The way they don't feel love.

- d. The strength they have.

Read this text below to answer questions on 6-10

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forests.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest".

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down.

At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

<https://www.worldoftales.com>

Circle the correct answer!

6. Who was Ah Tim?

- a. The young woman's brother.

- b. The young woman's son.
 - c. The young woman's brother and nephew.
 - d. The young woman's brother's son.
7. The woman gave her son to the wolves because ...
- a. She loved her nephew than her son.
 - b. She thought about how her brother would be.
 - c. She wanted her son was eaten by the wolves.
 - d. She was crazy.
8. "all men in the village fetched thick stick ..." The word "fetched" has a similar meaning to:
- a. Received
 - b. Caught
 - c. Got
 - d. Hit
9. From the passage we learn that the villages were ...
- a. Located in one huge area.
 - b. Situated in a large district.
 - c. Separated by untamed jungles.
 - d. Wild and unsafe.
10. The brother let her son go with his aunt as she left home because ...
- a. Ah Tim wanted to see the wolves.
 - b. His aunt wanted him to come along.
 - c. Ah Tim was bored living with his parents.

- d. Ah Tim would be a guardian for them.

Read this text below to answer questions on 11-15

The Rabbit and the Turtle

One day, in the forest a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race

As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

<https://fablessofaesop.com/the-tortoise-and-the-hare.html>

Circle the correct answer!

11. What is the text about?

- a. Recount Text
- b. Descriptive Text
- c. Narrative Text
- d. Announcement Text

12. What is narrative text?

- a. A story to entertain/amuse people.
- b. A story tells about past experience.
- c. A funny story
- d. A fact story

13. The generic structure of narrative text is...

- a. Complication, Resolution, and Orientation.
- b. Resolution, Orientation, and Complication.
- c. Orientation, Resolution, and Complication.
- d. Orientation, Complication, and Resolution.

14. Who was the umpire of the race?

- a. The turtle
- b. The rabbit
- c. The fox
- d. The owl

15. Who demonstrated more perseverance in the story?

- a. The rabbit
- b. The turtle
- c. The fox
- d. None of them

Read this text below to answer questions on 16-20

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

https://www.worldoftales.com/fables/Aesop_Fable_71.html

16. Where do you think the story happened?

- a. In the river
- b. In the park
- c. In the forest
- d. In the zoo

17. Which one of these generic structures that we use to tell information about character, time, and place of the story?

- a. Orientation
- b. Complication
- c. Resolution
- d. Re-orientation

18. Why did the other friend lie on the ground?

- a. He was tired
- b. He didn't know how to climb the tree
- c. He wanted to fight the bear
- d. He was injured

19. What did the bear do when it came near the man lying on the ground?

- a. It attacked him
- b. It sniffed him and walked away
- c. It growled at him
- d. It took him into the forest

20. He advised me not to believe a false friend. "(paragraph 3) the underlined word refers to....

- a. The Bear
- b. The Dead Man
- c. The friend who cannot climb
- d. The friend who climb the tree

Read this text below to answer questions on 16-20

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend who was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

<http://jurnalbudayanusantara.com>

Answer the question below!

21. What did they see coming toward them?
22. Where did one of the friends go when the bear appeared?
23. Why did the other friend lie down on the ground?
24. Who did the bear approach first?
25. How did the bear react to the man lying on the ground?

Appendix 7 : Students post-test

Post-test

Name :

Class :

Read this text below to answer questions on 1-5!

In a kingdom, there lived 3 corn farmers. All three are smart and diligent farmers. In one season, the land of the three farmers experienced pest problems. Their corn harvest is in danger of failing.

To overcome this, farmers first use pesticides. The second farmer built a cage around his land to prevent pests from entering. The third farmer tried to make a scarecrow. all to no avail.

Then, the king called the three farmers. The king gave a stick to each and told them to break it. The sticks break easily. Then the king gave him a hundred sticks and the three of them had trouble breaking them.

The king said, “When you work alone, you are weak, but together you become strong.” Three farmers worked together, combined strategies, and succeeded.

<https://www.gutenberg.org/ebooks/19994>

Circle the correct answer!

1. From the text we know that the three farmers earned money by ...
 - a. Cultivating their fields
 - b. Selling crops to a market
 - c. Collecting firewood

- d. Working on others fields
2. What is the conflict faced by the farmers in the story?
- a. Three farmers with the king
 - b. Three farmers have a good harvest
 - c. The village head gave the three farmers challenge
 - d. The three farmers efforts to help their crops failed
3. The story teaches us
- a. Practice makes perfect
 - b. There is strength is unity
 - c. Hard work is a key of a success
 - d. The king always right
4. How do three farmers solve their problems?
- a. Work alone
 - b. Ask the king for help
 - c. Work together
 - d. Use the same strategy
5. After the lesson, how did the farmers eventually solve the pest problem?
- a. They combined their strategies and worked together
 - b. The king sent soldiers to help
 - c. They used stronger pesticides
 - d. They bought new farmland

Read this following text to answer questions on 6-10

The Fox and The Grapes

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. “Just the thing to quench my thirst,” he thought.

Taking a few steps back, the fox jumped and just missed the hanging grapes. Again the fox took a few paces back and he tried to reach them but still failed.

Finally, giving up, the fox turned up his nose and said, “They’re probably sour anyway,” and proceeded to walk away.

<https://www.storynory.com/2008/10/22/the-fox-and-the-grapes/>

Circle the correct answer!

6. What is the purpose of the text?
 - a. To tell about the fox' effort
 - b. To show the way to reach the grapes
 - c. To explain the fox in general
 - d. To amuse the readers by a fable
7. From the text we know that
 - a. The fox was walking through the river when he spotted the grapes
 - b. The fox worked very hard and successful
 - c. The fox gave up after several trials
 - d. The fox was starving so he wanted to eat the grapes so much
8. What did the fox think about the grapes in the end?
 - a. Fresh

- b. Sweet
- c. Sour
- d. Tasty

9. What is the moral message of the story above?

- a. It's normal to give up if you fail
- b. Nothing comes easy without a hard work
- c. You must believe in your ability
- d. Confident is the key of your success

10. Which of the following best describes the fox's attitude towards the grapes after he cannot reach them?

- a. He is determined to keep trying
- b. He is indifferent and dismissive
- c. He is curious about them
- d. He is sad and wants to cry

Read this following text to answer questions on 11-15

Long time ago there lived a king of the kingdom of Kediri, Raden Putra. He liked cock fighting. One of his wives told him that the queen had put poison in his food. The king was very angry. Without thinking deeply, he ordered his soldiers to bring the queen to a wood and kill her. But the soldiers took pity on her as at that time she was pregnant, so they did not kill her.

When the queen gave birth to a baby boy, she named him Cinde Laras. At 15, he had a cock. Cinde Laras liked cock fighting, too. His cock was strong, so it won all fights. Hearing it, the king invited Cinde Laras to the palace for a cock fight. In a fight, his cock could easily beat the king's cock. Everybody was surprised when Cinde Laras' cock crowed 'Cockledodo, I am Cinde Laras' cock, who lived in the woods, the son of Raden Putra'.

The king was very surprised. Cinde Laras told him that he was the son of the queen who now lived in the woods. It made the king regret his unwise decision. The King regretted his unwise decision. After that the king met the queen in the woods. Then he brought them back to the palace and he punished his evil wife.

<https://www.indonesia-tourism.com/>

Circle the correct answer!

11. What does the text tell us about?

- a. Cinde Laras.
- b. Raden Putra.
- c. Cock fighting.
- d. King of Kediri Kingdom.

12. Why did the soldiers bring the queen to the forest?

- a. Because the soldiers did not like the queen.
- b. Because the soldiers are asked by the King.
- c. Because the queen put poison into the King's.
- d. Because the queen wanted to live in the forest.

13. What can we learn from the story?

- a. Be wise in every decision you make.
- b. Honesty is the best attitude in our life.
- c. Patience will give us a peaceful life.
- d. Don't worry about your future

14. Arrange these jumbled sentences to make a meaningful narrative text.

1. When he returned home, his father told him that if he had helped the miners to dig, they would have bought his salt.
2. The man next went to a house where a wedding was taking place.
3. A stupid man was sent by his father to sell salt.
4. There he dug a huge hole.
5. He first went to a mining area but nobody there wanted his salt.
6. This made the people angry and they chased him away.

The best arrangement is

- a. 3 – 5 – 1 – 2 – 4 – 6
- b. 1 – 2 – 3 – 5 – 4 – 6
- c. 5 – 6 – 3 – 1 – 3 – 4
- d. 6 – 1 – 3 – 5 – 2 – 4

15. How did the king react when he learned who Cinde Laras was?

- a. He punished Cinde Laras
- b. He was surprised and regretted his past actions
- c. He ordered Cinde Laras to leave the palace
- d. He ignored Cinde Laras

Read this following text to answer questions on 16-20!

Upon a time there lived three neighbors in a beautiful village. Three of them were diligent farmers.

At one time the three neighbors were having trouble with their crops. All three fields had crops that were wilting and infested with pests. Each day they would try different ideas to help their crops. The first one tried using a scarecrow, the second used pesticides and the third built a fence on his field, all to no avail.

One day, the village head came by and called all three farmers. He gave them each a stick and asked them to break the sticks. The farmers could break

them easily. He then gave them a bundle of three sticks and asked them to break it. This time, farmers struggled to break the sticks. The village head said, "Together you are stronger..."

<http://www.japanese.com/culture/stories.htm>

Circle the correct answer!

16. The moral value of the story is
 - a. Practice makes perfect
 - b. There is strength is unity
 - c. Hard work is a key of a success
 - d. A friend in need is a friend indeed
17. "... all to no avail." What does it mean?
 - a. It's better to do nothing.
 - b. Everything is impossible to do.
 - c. All the efforts done are useless.
 - d. There is no way out the solve the problem.
18. What is the conflict of the story?
 - a. The three neighbors' crops failed.
 - b. Pests infested the three neighbors' fields.
 - c. The village head gave the three neighbors quizzes
 - d. The three neighbors' efforts to help their crops failed.
19. From the text we know that the three neighbors earned money by.....
 - a. Cultivating their fields
 - b. Selling crops to a market
 - c. Collecting firewood
 - d. Working on others' fields
20. How did the farmers respond after they couldn't break the bundle of sticks?
 - a. They gave up
 - b. They asked for more sticks

- c. They realized the importance of unity
- d. They complained to the village head

Read this the text below to answer questions on 21-25!

The Legend of Salatiga

Many years ago there was a very honest sunan. He taught people about the meaning of life and about religion, he is known as Sunan Kalijaga. He traveled to spread his precious lesson.

One day, Sunan Kalijaga arrived at a village. Sunan went to the village chief's house. Then Sunan Kalijaga asked for a job without telling his real name. The wife of the chief said he could help cut the grass.

Sunan Kalijaga started working by cutting grass to feed the chief's horses. Soon, the chief of the village realized that his employee was Sunan Kalijaga. The chief was extremely surprised. Then he decided to follow the lesson of Sunan Kalijaga.

To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind. But the wife didn't agree so she brought her jewelry in bamboo.

When the three of them were taking a rest in a village, a robber approached and took everything from the wife of the chief. Sunan said that this village would be full of people and really busy.

Then Sunan named the place Salatiga which means three wrong people. The three wrong people were the chief, his wife, and also the robber who loves collecting things. And now, this village is known as Salatiga.

<https://www.indonesiacamp.com/folklore>

Answer the question below!

21. Where did Sunan Kalijaga arrive one day?
22. What job did Sunan Kalijaga ask for when he met the village chief?
23. How did the chief of the village realize that Sunan Kalijaga was his employee?
24. Who approached the three of them while they were resting in the village?
25. Why was the chief surprised when he realized who Sunan Kalijaga was?

Appendix 8 : Students respond

Pre-test

Name: *odilia niska kante*

Class: *IX. A*

Read this text below to answer questions on 1-5!

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man.

He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter through a show of strength.

After that, the Prince of Blambangan, named Raden Begawan won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

<https://id.scribd.com/document/676267893/Soal-Narrative-Text>

Circle the correct answer!

1. Which one of the following statements is false about Sang Prabu?
 - a. Sang Prabu was the father of his only daughter.
 - b. Sang Prabu was a king of a kingdom in West Java.
 - ☒ c. Sang Prabu was taken to Kahyangan by a wicked fairy.
 - d. Sang Prabu was a wise man.

2. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
- a. She didn't like Raden Begawan.
 - b. She didn't want Raden Prabu to marry the princess.
 - c. She wanted Teja Nirmala to forget about her wedding.
 - ☒ d. She didn't want the prince of Blambangan to marry the princess.
3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people on earth at that time?
- a. Princess Segara will have married Raden Begawan.
 - ☒ b. Sang Prabu will not hold a strength competition.
 - c. Raden Begawan will not die.
 - d. Wicked Fairy will not take Raden Begawan's life.
4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word here in the sentence refers to ...
- a. The wicked fairy
 - ☒ b. The nice fairy
 - c. Princess Nirmala
 - d. Prince Teja
5. The similarity between fairies and humans according to the text.
- a. The place they live.
 - ☒ b. The jealousy that they possess.
 - c. The way they don't feel love.
 - d. The strength they have.

Read this text below to answer questions on 6-10

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forests.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest".

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down.

At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

<https://www.worldoftales.com>

Circle the correct answer!

6. Who was Ah Tim?

- ☒ a. The young woman's brother.
- b. The young woman's son.
- c. The young woman's brother and nephew.
- d. The young woman's brother's son.

7. The woman gave her son to the wolves because ...

- ☒ a. She loved her nephew than her son.
- b. She thought about how her brother would be.
- c. She wanted her son was eaten by the wolves.
- d. She was crazy.

8. "all men in the village fetched thick stick ..." The word "fetched" has a similar meaning to:

- a. Received
- b. Caught
- ☒ c. Got
- d. Hit

9. From the passage we learn that the villages were ...

- a. Located in one huge area.
- b. Situated in a large district.
- c. Separated by untamed jungles.
- ☒ d. Wild and unsafe.

10. The brother let her son go with his aunt as she left home because ...

- a. Ah Tim wanted to see the wolves.
- b. His aunt wanted him to come along.
- c. Ah Tim was bored living with his parents.
- ☒ d. Ah Tim would be a guardian for them.

Read this text below to answer questions on 11-15

The Rabbit and the Turtle

One day, in the forest a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race

As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

<https://fablesfaesop.com/the-tortoise-and-the-hare.html>

Circle the correct answer!

11. What is the text about?

- a. Recount Text
- b. Descriptive Text
- ☒ c. Narrative Text
- d. Announcement Text

12. What is narrative text?

- ☒ A story to entertain/amuse people.

- b. A story tells about past experience.
- c. A funny story
- d. A fact story

13. The generic structure of narrative text is...

- ☒ a. Complication, Resolution, and Orientation.
- b. Resolution, Orientation, and Complication.
- c. Orientation, Resolution, and Complication.
- d. Orientation, Complication, and Resolution.

14. Who was the umpire of the race?

- ☒ a. The turtle
- b. The rabbit
- c. The fox
- d. The owl

15. Who demonstrated more perseverance in the story?

- a. The rabbit
- ☒ b. The turtle
- c. The fox
- d. None of them

Read this text below to answer questions on 16-20

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

https://www.worldoftales.com/fables/Aesop_Fable_71.html

16. Where do you think the story happened?

- a. In the river
- b. In the park
- ☒ c. In the forest
- d. In the zoo

17. Which one of these generic structures that we use to tell information about character, time, and place of the story?

- ☒ a. Orientation
- b. Complication
- c. Resolution
- d. Re-orientation

18. Why did the other friend lie on the ground?

- a. He was tired
- ☒ b. He didn't know how to climb the tree
- c. He wanted to fight the bear
- d. He was injured

19. What did the bear do when it came near the man lying on the ground?

- ☒ a. It attacked him
- b. It sniffed him and walked away
- c. It growled at him
- d. It took him into the forest

20. He advised me not to believe a false friend. "(paragraph 3) the underlined word refers to....

- a. The Bear
- b. The Dead Man
- c. The friend who cannot climb
- ☒ d. The friend who climb the tree

Read this text below to answer questions on 16-20

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend who was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

Answer the question below!

21. What did they see coming toward them? *so they promised each other*
22. Where did one of the friends go when the bear appeared? *one of them climbed a nearby tree alone*
23. Why did the other friend lie down on the ground? *so being led by his common sense*
24. Who did the bear approach first? *down go when*
25. How did the bear react to the man lying on the ground? *False Friend*

Appendix 9: Students respond

Post-test

Name : Odilia Njũkila Renter

Class : IX, A

Read this text below to answer questions on 1-5!

In a kingdom, there lived 3 corn farmers. All three are smart and diligent farmers. In one season, the land of the three farmers experienced pest problems. Their corn harvest is in danger of failing.

To overcome this, farmers first use pesticides. The second farmer built a cage around his land to prevent pests from entering. The third farmer tried to make a scarecrow, all to no avail.

Then, the king called the three farmers. The king gave a stick to each and told them to break it. The sticks break easily. Then the king gave him a hundred sticks and the three of them had trouble breaking them.

The king said, "When you work alone, you are weak, but together you become strong." Three farmers worked together, combined strategies, and succeeded.

<https://www.gutenberg.org/ebooks/19994>

Circle the correct answer!

1. From the text we know that the three farmers earned money by ...

- ☒ a. Cultivating their fields
- b. Selling crops to a market
- c. Collecting firewood
- d. Working on others fields

2. What is the conflict faced by the farmers in the story?

- a. Three farmers with the king
 - b. Three farmers have a good harvest
 - c. The village head gave the three farmers challenge
 - ☒ d. The three farmers efforts to help their crops failed
3. The story teaches us
- a. Practice makes perfect
 - ☒ b. There is strength is unity
 - c. Hard work is a key of a success
 - d. The king always right
4. How do three farmers solve their problems?
- a. Work alone
 - ☒ b. Ask the king for help
 - ☒ c. Work together
 - d. Use the same strategy
5. After the lesson, how did the farmers eventually solve the pest problem?
- ☒ a. They combined their strategies and worked together
 - b. The king sent soldiers to help
 - c. They used stronger pesticides
 - d. They bought new farmland

Read this following text to answer questions on 6-10

The Fox and The Grapes

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," he thought.

Taking a few steps back, the fox jumped and just missed the hanging grapes. Again the fox took a few paces back and he tried to reach them but still failed.

Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

<https://www.storynory.com/2008/10/22/the-fox-and-the-grapes/>

Circle the correct answer!

6. What is the purpose of the text?

- a. To tell about the fox' effort
- b. To show the way to reach the grapes
- c. To explain the fox in general
- ☒ d. To amuse the readers by a fable

7. From the text we know that

- a. The fox was walking through the river when he spotted the grapes
- b. The fox worked very hard and successful
- ☒ c. The fox gave up after several trials
- d. The fox was starving so he wanted to eat the grapes so much

8. What did the fox think about the grapes in the end?

- a. Fresh
- b. Sweet
- ☒ c. Sour
- d. Tasty

9. What is the moral message of the story above?

- ☒ a. It's normal to give up if you fail
- b. Nothing comes easy without a hard work
- c. You must believe in your ability
- d. Confident is the key of your success

10. Which of the following best describes the fox's attitude towards the grapes after he cannot reach them?

- a. He is determined to keep trying
- ☒ b. He is indifferent and dismissive
- c. He is curious about them
- d. He is sad and wants to cry

Read this following text to answer questions on 11-15

Long time ago there lived a king of the kingdom of Kediri, Raden Putra. He liked cock fighting. One of his wives told him that the queen had put poison in his food. The king was very angry. Without thinking deeply, he ordered his soldiers to bring the queen to a wood and kill her. But the soldiers took pity on her as at that time she was pregnant, so they did not kill her.

When the queen gave birth to a baby boy, she named him Cinde Laras. At 15, he had a cock. Cinde Laras liked cock fighting, too. His cock was strong, so it won all fights. Hearing it, the king invited Cinde Laras to the palace for a cock fight. In a fight, his cock could easily beat the king's cock. Everybody was surprised when Cinde Laras' cock crowed 'Cockledodo, I am Cinde Laras' cock, who lived in the woods, the son of Raden Putra'.

The king was very surprised. Cinde Laras told him that he was the son of the queen who now lived in the woods. It made the king regret his unwise decision. The King regretted his unwise decision. After that the king met the queen in the woods. Then he brought them back to the palace and he punished his evil wife.

<https://www.indonesia-tourism.com/>

Circle the correct answer!

11. What does the text tell us about?

- ☒ a. Cinde Laras.
- b. Raden Putra.

- c. Cock fighting.
- d. King of Kediri Kingdom.

12. Why did the soldiers bring the queen to the forest?

- a. Because the soldiers did not like the queen.
- ☒ b. Because the soldiers are asked by the King.
- c. Because the queen put poison into the King's.
- d. Because the queen wanted to live in the forest.

13. What can we learn from the story?

- ☒ a. Be wise in every decision you make.
- b. Honesty is the best attitude in our life.
- c. Patience will give us a peaceful life.
- d. Don't worry about your future

14. Arrange these jumbled sentences to make a meaningful narrative text.

1. When he returned home, his father told him that if he had helped the miners to dig, they would have bought his salt.
2. The man next went to a house where a wedding was taking place.
3. A stupid man was sent by his father to sell salt.
4. There he dug a huge hole.
5. He first went to a mining area but nobody there wanted his salt.
6. This made the people angry and they chased him away.

The best arrangement is

- a. 3 - 5 - 1 - 2 - 4 - 6
- ☒ b. 1 - 2 - 3 - 5 - 4 - 6
- c. 5 - 6 - 3 - 1 - 3 - 4
- d. 6 - 1 - 3 - 5 - 2 - 4

15. How did the king react when he learned who Cinde Laras was?

- a. He punished Cinde Laras

- ☒ He was surprised and regretted his past actions
- c. He ordered Cinde Laras to leave the palace
- d. He ignored Cinde Laras

Read this following text to answer questions on 16-20!

Upon a time there lived three neighbors in a beautiful village. Three of them were diligent farmers.

At one time the three neighbors were having trouble with their crops. All three fields had crops that were wilting and infested with pests. Each day they would try different ideas to help their crops. The first one tried using a scarecrow, the second used pesticides and the third built a fence on his field, all to no avail.

One day, the village head came by and called all three farmers. He gave them each a stick and asked them to break the sticks. The farmers could break them easily. He then gave them a bundle of three sticks and asked them to break it. This time, farmers struggled to break the sticks. The village head said, "Together you are stronger..."

<http://www.javanese.com/culture/stories.htm>

Circle the correct answer!

16. The moral value of the story is

- a. Practice makes perfect
- b. There is strength in unity
- ☒ c. Hard work is a key to success
- d. A friend in need is a friend indeed

17. "... all to no avail." What does it mean?

- a. It's better to do nothing.
- b. Everything is impossible to do.
- ☒ c. All the efforts done are useless.
- d. There is no way out to solve the problem.

18. What is the conflict of the story?

- a. The three neighbors' crops failed.
- b. Pests infested the three neighbors' fields.
- c. The village head gave the three neighbors quizzes
- ☒ d. The three neighbors' efforts to help their crops failed.

19. From the text we know that the three neighbors earned money by.....

- ☒ a. Cultivating their fields
- b. Selling crops to a market
- c. Collecting firewood
- d. Working on others' fields

20. How did the farmers respond after they couldn't break the bundle of sticks?

- a. They gave up
- b. They asked for more sticks
- ☒ c. They realized the importance of unity
- d. They complained to the village head

Read this the text below to answer questions on 21-25!

The Legend of Salatiga

Many years ago there was a very honest sunan. He taught people about the meaning of life and about religion, he is known as Sunan Kalijaga. He traveled to spread his precious lesson.

One day, Sunan Kalijaga arrived at a village. Sunan went to the village chief's house. Then Sunan Kalijaga asked for a job without telling his real name. The wife of the chief said he could help cut the grass.

Sunan Kalijaga started working by cutting grass to feed the chief's horses. Soon, the chief of the village realized that his employee was Sunan Kalijaga. The chief was extremely surprised. Then he decided to follow the lesson of Sunan Kalijaga.

To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind. But the wife didn't agree so she brought her jewelry in bamboo.

When the three of them were taking a rest in a village, a robber approached and took everything from the wife of the chief. Sunan said that this village would be full of people and really busy.

Then Sunan named the place Salatiga which means three wrong people. The three wrong people were the chief, his wife, and also the robber who loves collecting things. And now, this village is known as Salatiga.

<https://www.indonesiacamp.com/folklore>

Answer the question below!

21. Where did Sunan Kalijaga arrive one day? in a village
22. What job did Sunan Kalijaga ask for when he met the village chief? to cut the grass
23. How did the chief of the village realize that Sunan Kalijaga was his employee?
24. Who approached the three of them while they were resting in the village?
25. Why was the chief surprised when he realized who Sunan Kalijaga was?

23. The chief realized sunan kalijaga identity after seeing his work

24. A robber

25. Because sunan kalijaga was an important and respected now this village is known as salatiga

Appendix 10: Documentation

1. Students Pre-test



Researcher gave a pre-test to students before starting the treatment.

2. Treatment



The researcher gave treatment to students in four meetings.

3. Students Post-test



The researcher gave a post-test to students after the treatment.

AUTOBIOGRAPHY



Ratni, was born on October 14, 2002 in Bambakaluak, Karatuan Village, Luwu Regency. She is the first of four children. Her father is named Sondong and her mother is named Halida. Has 2 brothers named Anwar and Abdul and 1 sister named Hamdini. The author completed his education at SDN 637 Bonglo in 2014. Then continued his education at SMPN 1 Walenrang, graduating in 2017. Furthermore, he continued his education at SMAN 5 Palopo, and graduated in 2020. After graduating, she continued her education at the Institut Agama Islam Negeri Palopo in the English Education Study Program, Faculty of Tarbiyah and Keguruan. At the end of his studies at the Palopo State Islamic Institute, he compiled a thesis entitled “The Effectiveness of Survey, Question, Read, Recite, and Review (SQ3R) Technique to Increase Students' Reading Comprehension at SMPN 7 Palopo”.