IMPROVING READING SKILL THROUGH SQ3R TECHNIQUE AT THE SECOND YEAR STUDENTS OF MTs. 135 SAMPANO

RESEARCH PROPOSAL

Submitted to the English study program of S1 Tarbiyah Departement of State Collage for Islamic studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education Study Program

Composed By

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TABLE OF LIST

        1. Reading as productive skill

        2. Reading problems

        3. Characteristic of a successsful reading activity

        4. Principles for teaching reading

        5. Principles for designing reading tehnique

    C. SQE3R TECHNIQUE

        1. Defenition of SQE3R Technique

        2. The relation between SQE3R and Reading

        3. Kinds of English SQE3R

        4. Language of SQE3R

    D. Perception

    E. Theoretical Frame Work

    F. Hypotesis

CHAPTER III   METHOD OF RESEARCH

A. Method and Design
1. Method
2. Design
B. Variable and Oprational Variables
C. Population and Sample
1. Population
2. Sample
D. Instrument of the Research
E. Prosedure of Collection Data

BIBLIOGRAPHY

IMPROVING READING SKILL THROUGH SQ3R TECHNIQUE AT THE SECOND YEAR STUDENTS OF MTs. 135 SAMPANO

CONSULTANT APPROVAL

Thesis Entiled : *"Improving Reading Skill Through SQ3R Technique in The Classroom at The Second Year Students of MTs. 135 Sampano".*

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ABSTRACT

Suherni Johar, 2011 "***Improving Reading Skill Through SQ3R Technique at the second Year Students of MTs.135 Sampano".*** Thesis, English Study Program of Education Departement f Sekolah Dasar Tinggi Agama Islam Negeri (STAIN) palopo. (Under the supervision of (I) Dra. Jumharia Djamereng.,M.Hum., (II) Wisran S.S.,M.Pd.)

Key Word : Improving, Reading Skill, SQ3R

This thesis deals with Improving Reading Skill Through SQ3R Technique at the second Year Students of MTs.135 Sampano. The problem statement of this thesis "is SQ3R as technique effective to improve reading skill at the second Year Students of MTs.135 Sampano"?

The population of this research is the second Year Students of MTs.135 Sampano, consisted of 30 students. In this research, the writer uses total sampling technique.

The research collected data by using a test namely pre-test and post-test. The test aimed to determine the development of the students' reading skill after they are taught through SQ3R Technique.

The result got from mean score in pre-test 4,8 and in pos-test 7,7 show that the students' ability before treatment is low but after giving treatment the students' ability higher. It means that SQ3R Technique is effective to improve the students' ability in reading skill.

ACKNOWLEDGEMENT

In the name of Allah, the beneficent and the most merciful, lord of the world has create judgment day in the here after and to our prophet Muhammad peace be upon him. Alhamdulillah, the writter expresses her gratitude to the Almighty Allah who has given the writter guidance, inspiration and good healt so the writer could finish this thesis on title :*" Improving Reading Skill Through SQ3R Technique at the second Year Students of MTs.135 Sampano".*

The writer realizes that the existence of this thesis was by receiving much advice, guidance, encouragement and comments from many people, eventhough still far from being perpect. Therefor, the writer would like to express her deepest gratitude to:

1. Prof. Dr. H. Nihaya M. M.Hum as the head of STAIN Palopo, the first, second, and third deputy of head, the head of English Study Program, Masruddin S.S.,M.Hum., the head of tarbiyah Department, Drs. Hasri, M.A., and all of the lecturers and their assistances and also the employees (staff) of STAIN Palopo, who have taught, educated, helped, advised and guided the writer during her study at STAIN Palopo.

2. Dra. Jumharia Djamereng., M.Hum and Wisran S.S.,M.Pd., as the writer's consultants, who have given explanations, suggestions, and corrections to the improvement of this thesis.

3. The writer's beloved parents, her brothers and sisters and all of the writer's family that have given help until the writer finished her study at STAIN Palopo.

4. Drs. Aminuddin as the headmaster, the English Teachers, and the eight year students of MTs.135 Sampano, who have helped and given their participation in doing he tests and as data source of this thesis.

5. The writer's friends, especially from english department and all of people who have helped and given their participation in finishing this thesis, that the writer cannot mention their name one by one.

Finally, the writer prays to the god, may allah give reward to all of people who have helped the writer and the writer hopes this thesis can be useful for the others.

Palopo, 12 Desember 2011

The Writer

SUHERNI JOHAR

PRONOUNCEMENT

(PERNYATAAN)

Saya yang bertanda tangan di bawah ini:

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Menyatakan dengan sebenarnya bahwa:

1. Skripsi ini benar-benar merupakan hasil kerja karya saya sendiri, bukan laginasi atau duplikasi dari tulisan/karya orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

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   Demikian pernyataan ini di buat sebagaimana mestinya. Bilamana di kemudian hari ternyata pernyataan saya tidak benar, maka saya bersedia menerima sanksi atas perbuatan saya tersebut.

Palopo, 12 Desember 2011

Yang membuat pernyataan

SUHERNI JOHAR
NIM. 07.16.3.0096

TABLE OF CONTENT

CHAPTER III METHOD OF RESEARCH

CHAPTER IV FINDINGS AND DISCUSSION

CHAPTER V   CONCLUSIONS AND SUGGESTION

BIBLIOGRAPHY

CHAPTER I

INTRODUCTION

A. Background

English is international language has a great influence on development all over the world. Especially in indonesia, English is becoming very important vehicle for developing the country.

In indonesia, English is a foreign language, this is thought as one of the compulsory subjects from junior to senior high school and even to some colleges. It is expected that by knowing English, students can at least improve their knowledge themselves by reading scientific books, which are written in English.

Reading is a source of getting information. No one can get information without reading. By reading, student can improve their vocabulary, grammar, understanding and some other aspect. It also helps students to improve their ability in listening, speaking, and writing.

The aim of English teaching in Indonesia is not only for academic purposes but also for national improvement in science and technology. Therefore, the students have the skills in a language especially in English Reading Skill.

Reading receives a special focus; there are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for

their career, and for study purpose. In fact, in most of EFL situation, the ability to read in foreign language is that entire student ever wants to acquire. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. Good reading texts also provide good models for writing, and provide opportunities to introduce new topics to stimulate discussion, and to study language (e.g., vocabulary, grammar, and idioms). There much reason why getting students to read English text is an important part of the teacher's job. In the first place, many of them want to be able to read texts in English either for their career, for study purpose or simply for pleasure. Anything we can do to make reading easier for them must be good idea.[1]

There are many technique, which can be used in learning English, in order that the students can be successful in learning English, especially in English Reading skill. The research are the special through or behaviour that individual use to help them comprehend, learn, or retain new information. It focuses on Reading skill in using Technique in English in the classroom.[2]

A reader must be able to recognize words and understand ideas in detail. Knowledge comes from both understanding the words and sentence meaning. Thus, there are some techniques to improve the students, performance in

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[1] Kasihani K.E Suyanto, *English For Young Learners*, (Jakarta : Bumi Aksara, 2007),p.63.64.

[2] Mustapa Makkah, *The Introductory Use Of Video In The Teaching Of English To Indonesia TOFL ELS Student.* 1992.

reading, such as reading aloud, drill and Survey, Question, Read, and Review (SQ3R). In this case, the writer is interested in discussing about the SQ3R technique to improve student performance in reading comprehension. This technique gives the students some systematic steps to improve their understanding of the reading activity.SQ3R is a five steps technique to assist students in reading for comprehension or study purposes

SQ3R stands for Survey, Question, Read, Recite, and Review; it is a useful technique for extracting the maximum amount of benefit from reading activity By using the SQ3R technique, the writer hopes that the students can improve their reading performance with a good understanding about the text or material that they read. SQ3R helps the students to have a good comprehension in reading by providing several steps. It includes surveying or previewing the material before actually beginning reading and developing questions that the reader feels the writer may pose or answer. In doing these two steps before actually beginning reading, the reader begins to form some general ideas on the subject or topic to be read and begin guessing at the writer's intent. Some studies show that these two steps help to engageth reader's interest in the material and help to improve comprehension of material.

B. Problem Statement

This study concerns with the SQ3R Technique used by the students in English in the classroom. The SQ3R Technique are determinant factors in the

students' successful achievements As a measure, SQ3R of the good or high achievements are taken as the barometer for this; the researcher puts the following research questions:

1. Can SQ3R Technique through be improved student's reading skill of MTs. 135 Sampano?

2. How is the student's perception toward SQ3R Technique to improve their reading skill at the second year of MTs. 135 Sampano?

C. Objective of The Research

The research question set about the research state the specific objectives this research as follows:

1. To find out whether the students is possible to improve their reading skill through SQ3R Technique at the second year of MTs. 135 Sampano.

2. To find out the student's perception toward SQ3R Technique to improve reading skill at the second year of MTs. 135 Sampano.

D. Significance of The Research

The result of this study is respected to be useful information for the students especially to the students at the second year of MTs. 135 Sampano who want to upgrade their reading skill through SQ3R Technique especially the result of this research be useful:

1. To give contribution to the students of English in general specially for the student at MTs 135 Sampano.

2. To give new information to the students of English to improve their English reading skill.

3. To stimulate other researcher who wants to conduct the further researcher.

4. To give contribution to English teachers in general specially for the English teachers of MTs. 135 Sampano in improving students reading skill.

E. *The Scope of The Research*

The scope of the research is improving reading skill through SQ3R Technique by the students who are joining in the second year of MTs 135 Sampano.

F. *Defenition of Terms*

Based on the title "***Improving Reading Skill Through SQ3R Technique at the eight Year Students of MTs. 135 Sampano***, the researcher give definition as follows:

1. Reading is acting of read something, books, articles, etc. Reading is way to get information from something that was written. Reading involves the instruction of symbol that make up a language.

2. SQ3R (Survey, Question, Read, Recite, Review) is a way of learning as you read. Each of the steps in the system will be briefly summarized, and then you will see how it can be applied to a sample selection.

G. Sequence of the Presentation

Sequence of percentation consist of five chapters, which are followed by the sub-chapters.

Chapter one is an introduction which is followed by the sub-chapters namely background, problem statement, objective of the research, significant of the research, scope of problem, and the outline of sequence of the percentation as the short explanation about the frame of this final project.

Then chapter two deals with the discussion review of related literature, which describe previous research, concept of reading skill, SQ3R Technique, relation between reading skill and SQ3R Technique, perception, theoretical frame work, and hypotesis of the research.

There would also be the method of investigation in chapter three that researcher use in analyzing the students' reading skill through SQ3R Technique.

Next, would be the result of the study wheter the SQ3R Technique can improve students' reading skill or not is explained in chapter four and it would be conclude in chapter five.

CHAPTER II
REVIEW OF RELLATED LITERATURE

A. Previous Research Finding

Siti Munira in her thesis entitled ***"Developing Students' Critical Reading by using Article at the Eleventh Year Students of Man Palopo***. Concludes that students' reading critical reading skill increased in leaning through article at MAN Palopo.[1]

Rahma Indriani in her thesis entitled ***"Some Difficulties Faced By the second year students of SMA Palopo In Reading English Text."*** Concludes that the difficulies of the student in reading because [3]they are not understanding about reading can not answer the question, and can not understand the topic of the text.[2]

Suparman AR in his thesis entitle ***" Improving Students' Reading skill Through Scanning and Swimming at The Second Year of Madrasah Aliyah Negeri (MAN) Palopo "*** States that many people consider skimming and scanning search techniques letter than reading strategies. However when reading large volume of information, they may be more practical then reading. For example, you night be searching for specific information looking for clues, or reviewing

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[3] Siti Munira, *"Developing Students' crical reading by using Article at the Eleventh Year Students of Man Palopo. (Paolopo : 2009), p. 54*

2. *Rahma Indriani, "Some difficult faced By the second year students of Sma Palopo in Reading English Text." (Palopo : 2008), p.57*

information. Pugh has stated that scanning is used within a text to locate symbol or (such as particularities of information).[4]

Hisbul K in his thesis entitle ***"Vocabulary Input Through Reading Comprehension of The First Year Students of SMK Analysis Kimia Palopo*** " states that Vocabulary as an essential component of all uses of language. Would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words are signs or symbols for ideas. They are the means by which people exchange their thought.[5]

Based on the previous of finding above, the research assumes that in improving students'reading skill the english teachers have to find out the appropriate teaching technique in presenting the teaching material in the classroom that can be useful and interested for learners.

Those above researcher write about reading. In this research, the researcher focus on ***improving reading skill through SQ3R Technique in the classroom*** at the eight year students of MTs 135 Sampano.

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[4]Suparman AR, *Improving Reading Students' Skill Through Scanning and Skimming at The Second Year of Madrasah Aliyah Negeri Palopo,2008). P. 12

[5]Hisbul K, *Vocabulary Input Through Reading Comprehension , 2007). P. 15

B. Theory of Reading Skill

1. Defenition of Reading

Reading is one of the most important skill in learning language besides listening, speaking and writing. The fundamental goal of any reading activity knows the language

There Some statements about reading. Nurfadilah in Minati (2004:6) state reading is an active attempt on the part of readers to understand writter message. The reader interact with a tries to reconstruct what the writer wisher to communicative.[36]

In oxford learner's pocket Dictionary explains that reading is act of reading something and way in which something is understood.[4] Besides, Mark sheppel in Minati (2009:4) also says that reading is highly complex, purposeful, thinking process engaged in by the enter organism while acquiring knowledge, evolving new idea, solving problems or relaxing and recuperating through the interpretation of pointed syimbols.[5] Harmer Jeremy also states that reading is useful for other purposes

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3. Minati, *"Increasing The Students' Reading skill at the second year of SMA Negeri 1 Baebunta through anecdots*, (Palopo : 2009) p. 4

4. Oxford learner's Pocket Dictionary. P. 357

5. Minati, op. cit. p. 4

To: provided students understand it more and less is good thing for language students.[67]

From this point of view, the researcher can sum up that reading is the way to know from the literature that we read.

Reading is the process of constructing meaning through the dynamic interaction among:

a. The readers exciting knowledge

b. The information sugessted by the text being read

c. The context of reading situation.

2. *Purpose of Reading*

When we read a written text, exactly we have a purpose whereas to obtain information or to entertain ourselves. The purpose will usually determine the appropriate type of reading and relevant reading skill to be used.

Grellet states the reading means extracting the requered information from a written text as efficiently as possible, rejecting in relevant information and finding what we are looking for quickly. She esthablished that there are two main reason for as to read: for pleasure and for information.[7]

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6. Jeremy Harmer, *The practice of English Language Teaching, (*New York: Logman, 1991) p. 19

7. Francoise Grellet, *Developing Reading, (*London: Combridge : 1981)

1. Reading For Pleasure

Reading for pleasure aims at giving the reader pleasure an imaginative experience and centers up in human concern such us love, ambition, was revenge, family, life, loyalty, self-relience, heroism, word peace, the good life, etc. its purpose is to able and enrich the reader by deepings his emotional life and sharpening in sensitivity to life's values. Reading for pleasure, we can read magazine, holiday, brochures, and letter from friends.[8]

According to Markhelffels (1996), have four purposes of reading as follows:

a. To acquire knowledge

b. To involve ideas

c. To solve problems

d. To relax

Four purpose of reading state above indicate that the reader must not only sees and identify the symbols, but must be also to interpret what reads, associate it with past experiences and project beyond the judgment the application and conclusion.[9]

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8. Farida Middin, *The Difficulties Of Students In Finding Main Idea And Supporting Detail Text In Reading Comprehension Of Second Year Students Of English Departement In STAIN Palopo,* (Palopo: 2007), p. 13

9. Rachma Indriani, *Some Difficulties Faced By The Second Year Students* Of SMA Negeri 4 Palopo In Reading Text. (Palopo: STAIN, 2008).

2. Reading For Information

Reading for general information is a skill that involves absorbing only the main points of the text.[9] The students are not curious to know information that is coveyed in reading text it is no interesting. Therefore, it is essential to choose reading text for student to learn. This type of reading includes material, generally classified as non fifiction: science, social studies, current, affairs, personal opinions, technical matters and arts.[11]

Wooding Keith Johnson in Yasmir , we read in order to obtain information which is presented in the written from, but by nature of the information so obtain require more explicit definition. He further "by referential (factual), affective or emotional, so then:

a. Answer we can give to our question to our question, of why we read is that we read referential material in order to obtain factual information with operating on our environment, e.g.a set of instruction or how to use a piece of equipment.

b. We read material as a way of developing our own intelectual skill so that we can more effectively manipulate ideas, possibly with the aim of influencing the behaviour of others of determining the outcomes of series of operations, e.g. making proposal for project.

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10. Jeremy Harmer, *the practice of english language teching,(*New York : Logman, 1991) p. 90

11. Joseph Bellafiore, *English Language Art,(* Limuted states of America : Amsco school pulication. Ine, 1969)p. 318

c. We read for emotional gratification or spiritual enlightenment, e.g. for pleasure or self environment.[10]

Reading to get information is to getting information which we need about something. We read something to know information what can give us or give purpose.[13]

3. The Concepts of Reading

Reading is exercise dominated by the eyes and the brain. The eyes receive the massage and the brain has to book out the significance of these massage.[11]

Reading is complex skill, that is to say that it involves a whole series of lesser skills. And they say that reading is essentially an intellectual skill the paper by way of the formal elements of language let us say the word as sound, with the meaning which those word symbolize.[12]

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12. *Ibid*, P. 16

13. Hutabarat, E.P., *Cara Belajar* (Bandar Lampung: PT. BPK Gunung Mulia, 1985) p. 44

14. Cristian Nuttal, *Teaching Reading Skills In Foreign Language,* (London , Cristiannuttal, 1982), p. 33

[11]Jeremy Harmer, *The* Praktice *of English Language Teaching*. (3rd addition, 1991). P. 190

[12] Roodledge and Kegan Paul, *Teaching E*nglish *As a Foreign Language*. (2nd addition; London: Rootledge and Kegan Paul Inc, 1980*)*. P. 89-90

Reading is an active contribution by drawing upon and using concurrently various ability.[13]

Reading is the act of measuring with matters of similar instrument and reading is a mental representation of the meaning of significant something.[14]

For the adult ESL Learner, reading is a key to success in higher education. Without reading, opportunities for understanding the united states and achieving educational objective are lost.[15]

Reading is one of four language skills (listening, reaading, speaking, writing) is important to be learned and mastered by every individual by reading, one can relax, interact with feelings and thoughts, obtain information and improve the science knowledge. Reading is an appropriate means to promote a live long learning (life – long learning).

Reading is one of the most important skill in learning language besides listening, speaking and writing. The fundamental goal of any reading knows the language. Simanjuntak (1983) states " reading is a proccess putting the reader in contact and communication with ideas ". Broughton (1974) states that reading is a complex skill that involves a whole series of lesser. Skills, where skills means

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[13]Laely, *Improving Students Reading Ability of SMA Negeri 3 Unggulan Palopo, 2007).*

[14]*http : // www. Hyperdictionary. Com defines: reading)*

[15]Robin C. Scarella and Rebecca L. Oxford, *The Tapestry of Language Learning, 1992),*

P. 93

relate the ability to recognize stylized shapes which are figureon a ground, curues and lines and duts in patterned.

Reading is an active attempt on the part of readers to understand writer message. The reader interacts with and tries to reconstruct of what the writer the wisher to communicative.

In oxford learners pocket dictionary explained that reading is act of reading something is understood.[16]

Based on some definition above, the researcher concludes that reading is language process which involves articulating word in a written text, getting a massage and getting information as efficiently as possible. Moreover, when we are reading, are expected to be active reader. Try to guess and predict, and bring our knowledge and experience or some aspects to the text.[17]

4. Problems In Reading

There are many problem sin reading as follows:

1. Problem of vocabulary

When we read book, we feel that the greater problems that is vocabulary. If we don not have enough vocabulary, it is sure that we are difficulty to understanding the content.

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[16] Hasdiani, *The use of story book in improving students reading comprehension at the fifth grade in SDN 442 Kambo, 2007).* P. 8-9

[17]Hardianti M. Nasir, *The Effectiveness of SQ3R Method in Teaching Reading Comprehension to the Students of Class 2 IPS In SMA Negeri 2 Palopo,* 2008). P. 6

According to Nuttal, the student are generally not aware of, but it is important that they should make them self understand that possible vocabulary should make be taken in to consideration. Once they accept that it is naturally to have an active vocabulary (word we know well enough to use or leveis, and receptive one word understand approximately when we meet them, but can't use) their attitude to know word may become more relaxed. On the other hand, new vocabulary can't found without reading.[14]

2. Problem of structure

Sentence structure is part sentence problems especially in understanding reading. Nuttal says that, we can make use of structural clues establish, not exactly the meaning, but at last the type of the grammatical category of words represented by the new items. This tells us kind of meaning of understanding.[18]

3. Problem of semantic

As it is learning situation, some students quickly learn to read a few, if any difficulties. But not all word is difficult. Therefore, it the students find difficulties words, the teacher must help them to identity problems and provide exercises, and activities to help them overcome the problems. According to nuttal there are some difficulties that readers have to deal with student difficulties in semantic.[16]

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15. *Ibid*, p. 26

16. *Ibid, p. 77*

*4. **Types of Reading***

In the previous chapters we saw that both listening and speaking could be subdivided into at least five different types of listening and speaking performance. In the case of reading, variaty of performance is derived more from the multiplicity of types of texts (the genres listed above) than from the variety of overt types of performance.

1.*Perceptive.*

2.*Selective.*

3.*Interactive.*

4.*Extensive.*

5. *Teaching strategies reading*

Reading strategies can be defined as "plans from solving problems encounteredting meaning." (Duffi, 1993, p. 232). They range from bottom-up vocabulary such as looking up an unknown word in the dictionary, to more comprehen. Such as connecting what is being to the reader's background knowledge.

Effective instruction in strategies reading entails a number of classroom processes or moves. We can see five (wich overlap to a certain extent)as primary. These are:

1. General strategies discussion

2. Teacher modeling

3. Student reading

4. Analysis of strategies used by the teacher or by students when thinking aloud

5. Explanation/discussion of indifidual strategies on a regular basis.

C. *Technique to Learning Reading*

In reading activities, there are some ways that the teacher can do such as:[19]

a. Reading Aloud

This activity is done to train students for reading with good pronunciation. Reading aloud usually use look and say technique purpose to pronounce the words, phrase, and English sentence good. In other hand, teacher also must train the end intonation correctly. As model that imitate by students, the teacher must have the ability and good skill. Usually the teacher gives the example the way to read the words and then read the phrase or sentence brightly. Then, the teacher can continue to read the short passage. The student pay attention their teacher read again and student imitate together. If the students have know the words, the teacher can ask students to read individually with the aloud voice.

b. Silent reading

Read the passage or text without voice or silent is also a kind o reading activity that can apply in the classroom. Silent reading train students to centre

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[19] Nichwan, *improv*ing *students reading comprehension skill through strip story at the tenth year of SMUN 1 Belopa*, (Palopo : unpublised Thesis of TAIN Palopo,2009),p.15

their mind and attention to understand text and passage. The teacher must do observation when the students do silent reading. Besides that, teacher also must remind students to do not move their lip and put outside their voice.

c. Reading comprehension

This activity is done to get information from the text and reading materials. Through this activity the students train to read with purpose for getting information about the passage. Usually to know that the students have understand what they read, the teacher will give the question about the text, reading activity compare with speaking activity if the students answer orally.

d. Independent reading

If the students can read silent or read with aloud voice and can understand What they read, they will move to independent reading. Students need the time to see text reading and guess the word meaning as the context. In this case they can be helped with the picture that in the reading book. To help students be independent reading is effort to improve reading skill's students.

D. Principles for teaching reading

There are many principles for teaching reading, these are:

1. Exploid the reader's background knowledge
2. Build a strong vocabulary base
3. Teach for comprehension
4. Work on increasing reading rate

5. Teach reading strategies

6. Encourage readers to transform strategies into skills

7. Build assesment and evaluation into your teaching

8. Strive for continuous improvement as a reading teacher.

E. Reading Assesment

In 2002, the reading frame work is update to provide more explicit details about the assessment design and content. During that process, some of the terms used to describe elements of the reading assessment were changed. The following description of the reading framework incorporates these changes. It should be noted, however, that the revision in the frame work does not represent a change in the design or content of the NAEP reading assessment that was first administered in 1992.

According to the frame work, developed by the National Assessment Governing Board, NAEP assesses three context for reading: reading for literary experience, reading for information, and reading to perform a task (reading to perform a task at 8 and 12 only). In addition to reading within different contexts, NAEP reading comprehensions questions are developed to engage the different approaches that readers may take in the process of trying to understand and what is being read.

1. Three different context for reading were assessed:

a. Reading for literary experience: readers explore events, characters, themes, plots, actions, and the language of literary works by reading novels, short stories, poems, plays, legends, biographies, myths, and folkales.

b. Reading for information: readers gain information to understand the world by reading material such as magazines, newspapers, textbooks, essays, and speeches.

c. Reading to perform a task: readers apply what they learn from reading materials such as bus or train schedules, direction for repairs or games, classroom procedures, tax forms (grade 12), maps, and so on.

    1. Students were assessed on four different aspects of reading:

a. Forming a general understanding: the reader must consider the text as a whole and provide a global understanding of it.

b. Developing interpretation: the reader must extend initial impressions to develop a more complete understanding of what was read.

c. Making reader/text connections: the reader must connect information in the text with knowledge and experience.

d. Examining content and structure: this requires critically evaluating, comparing and contrasting, and understanding the effect of such features as irony, humor, and organization.

The reading frame work specipies the distribution of questions for each context of reading and each aspect of reading.[20]

Because reading draws on multiple types of knowledge, it can be tasted in several different ways. Tests also vary depending on whether they are used to test children or adults. Standardized test are normed to a large population of readers, allowing the tester to determine what is thypical for an individual of a given age. For example, the everage reading ability of children aged 10 years, 0 months will be 10;0. however, a more advanced eight year old might also be able to read at the 10;0 level. Reading achievement is influenced by multiple factors, and is not limited to a child's general intelligence.

Multiple intelligences-based methods, which draw upon the reader's diverse ways of thinking and knowing to enrich his or her appreciation of the text. Reading is fundamentally a linguistic activity: one can basically comprehend a text without resorting to other intelligences, such as the visual (e.g.,mentally "seeing" characters or events described), auditory (e.g.,reading aloud or mentally "hearing" sounds described) or even the logical intelligence (e.g., considering "what if" scenarios or predicting how the text will unfod based on context clues). However, most readers already use several intelligences while reading and making

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[20] NA*EP, What Does the NAEP Reading Assessment Measure?,* online: http://nees.ed.gov/nationsreportcard/reading/whatmeasure/asp. Assessed on November,10th 2011.

a habit of doing so in a more disciplined manner –i.e., constantly, or after every paragraph- can result in more vivid, memorable experience.[21]

Types of reading tests:

1. Sight word reading: reading words of increasing difficulty until they become unable to read or understand the words presented to them. Difficulty is manipulated by using words that have more letters or syllables, are less common and have more complicated spelling- sound relationships.

2. Non word reading: reading lists of pronounceable nonsense words out loud. The difficulti is increased by using longer words, and also by using words with more complex spellingor sound sequences.

3. Reading comprehension: a passage is presented to the reader, which they must read either silently or out loud. Then a series of questions are presented that test the reader's comprehension of this passage.

4. Reading fluency: the rate with which individuals can name words.

5. Reading accuracy: the ability to correctly name a words on a page.

F. SQ3R Technique

1. Definition of SQ3R Technique

SQ3R is probably less useful with textbooks that focus on helping you solve problems. For instance, it may not be useful to employ SQ3R with math textbooks. In this case, the main emphasis of reading the chapter is on helping you

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[21] FW, *Types of Reading Method of Reading Online:* http://en. wikipedia.org/wiki/user:Rosmoran/sanbox/reading/example reading article with nav template " last modified on 10 november 2011, at 02:52. Accessed on Desember, 10th 2011.

solve problems. Focusing your energy on solving mathematical problems using the information in the chapter is probably a better use of your time. Two other types of textbooks for which SQ3R may be less useful is beginning foreign language texts or texts for English class. The focus of beginning foreign language texts is often vocabulary, verb tense and sentence construction. Books for English class may be novels and the purpose of reading may be focused more on the "big picture" than on the content of a particular section or chapter.

The SQ3R method for helping you understand what you read has been around for a long time. It is one of several effective ways to increase reading comprehension. SQ3R stands for "survey, question, read, recite, review."As a variable study procedure, the SQ3R technique of study appears best suited for students who are studyng content chapters in a self-contained classroom or in a departmentalized situation in the upper grades. Although the survey portion of the procedure can be presented in the earlier grades, the total technique appears most suitable for students in grades four and above. As stated in rationale section, the SQ3R technique of study was designed to take advantage of the consistent format in most traditional content text books.

2. Steps of SQ3R

This format leads naturally to the five steps that make up the *SQ3R* procedure:

1.Survey

Perhaps the most important single element in the procedure view is the initial survey or preview step. The survey should provide each student with an overview of the chapter content. The survey step should take the students logically through the chapter seeking to answer these questions, "what is this chapter about" what kind of information does the author tell us about this subject?''

The survey step then requires the student to read and think about the chapter title, the introductory paragraph(s), the headings and subheadings, the concluding paragraph, and the end-of-chapter questions. In addition, students are encouraged to survey the pictorial information within the chapter.

At the conclusion of this step, the students should have a general understanding of the chapter content. The amount of time devoted to the survey of a particular chapter depends on the length and complexity of the topic and on the reader's own skill. Something in the range of fife to fifteen minutes generally appears appropriate.

2. Question

Student now should be ready for a more detailed study of the chapter. The question step provides a purpose for reading the material in more detail. Very simply, the student selects the first boldface topic in the chapter, reads it, and proceeds to restate it in the form of a question.

3. Read

The first of the three R steps is to read the material immediately following the first subtopic. The purpose of this reading is to find the answer to the question posed in step 2. With this very specific question in mind, student will tend to move fairly rapidly through the material in pursuit of the answer. Once they have finished reading the material under the first heading, students are ready to move to step 4 of the procedure.

4. Recite

In steps 2 and 3 above, each student formulated a question using the first subtopic in the chapter and then read to find the answer to the question. At this point, students are asked to pause and reflect on the answer, students are encouraged to answer their question in their notebook for later review and study. Students then would repeat steps 2-4 as they work through the remainder of the chapter.

5. Review

Immediately upon the completion of steps 2, 3, and 4 for the final subtopic of the chapter, the student should spend approximately five minutes reviewing the notes and attempt to recall the main points of the chapter. The student then reads each main heading and tries to remember the supporting or explanatory information. Later reviews will also be helpful aids for long-term remembering.

G. Advantages of the SQ3R Technique

1. The process gives the student a clear direction for their note taking

2. The process is useful in that it distinguishes between an overview (survey) and a more detailed analysis (reading)

3. The process stresses the importance of the reader constructing their own questions about the material

H. Perception

Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. Perception, on the other hand, better describes one's ultimate experience of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they are part of one continuous process.

Thus, perception in humans describes the process whereby sensory stimulation is translated into organized experience. That experience, or percept, is the joint product of the stimulation and of the process itself. Relations found between various types of stimulation (e.g., light waves and sound waves) and their associated percepts suggest inferences that can be made about the properties of the perceptual process; theories of perceiving then can be developed on the basis of

these inferences. Because the perceptual process is not itself public or directly observable (except to the perceiver himself, whose percepts are given directly in experience), the validity of perceptual theories can be checked only indirectly.

I. *Types of perception*

Two types of consciousness are considerable regarding perception: phenomenal (any occurence that is observable and physical) and psychological. The difference everybody can demonstrate to him- or herself is by the simple opening and closing of his or her eyes: phenomenal consciousness is thought,on averange, to be predominately absent without sight. Through the full or rich sensations present in sight, nothing by comparison is present while the eyes are closed. Using this precept, it is understood that, in the vast majority of cases, logical solutions are reached through simple human sensation. The analogy of plato's cave was coined to express these ideas.

1. *What Is Perception: Integration*

What is filtered in versus filtered out depends on where you put your attention. Whatever stimulus you focus on becomes the "attended stimuli." Initially the attended stimuli are turned into images on the retina and then they are transformed into electrical signals that are sent through the brain.

2. The Definition Of Perception: Analysis

At this stage, you become consciously aware of the environmental stimuli and you begin to analyze and interpret the perceived objects in order to give them meaning and context. How you analyze what you perceive will be greatly influenced by many factors including your past experiences, feelings, imagination, values, memories, beliefs and your cultural setting.

Because the content and degree of these influences will be different for everyone, the same object or event can be perceived very differently by different people. This is why perception is not reality.

3. The Definition Of Perception: Reaction

Perception leads to decision making and action taking. At the most basic level, the decision is to act or not to act and this depends on how you develop motivation. With every action there is always a set of alternatives from which to choose, even though oftentimes it might seem as if there are no alternatives. The meaning you give to a stimulus you perceive will fundamentally shape the choices and actions you take in response to it. For example, if you walk outside and your skin receptors tell you it's cold, your decision will likely be to run inside and grab a sweater. The next person could decide the cold crisp air is rejuvenating and they'll choose to go without a sweater.

4. Perception And Behavior: Decision Making

How you make decisions is based on the human instinct of self preservation. We're all, always trying to maximize our chances of survival and preserve ourselves. This is a common motivation among all human beings. While we all share the same motivation, that's where the similarity ends. We're we differ greatly (and where we each express our individuality) is in the choices we make and the actions we take to achieve self preservation.

J.   Theoretical Frame Work

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        ┌─────────────────┐
        │      SQ3R       │
        └─────────────────┘
                 │
                 ▼
        ┌─────────────────┐
        │ STUDENTS OF MTS. │
        │  135 SAMPANO    │
        └─────────────────┘
                 │
                 ▼
        ┌─────────────────┐
        │    TREATMENT    │
        └─────────────────┘
                 │
                 ▼
        ┌─────────────────┐
        │  READING SKILL  │
        └─────────────────┘
```
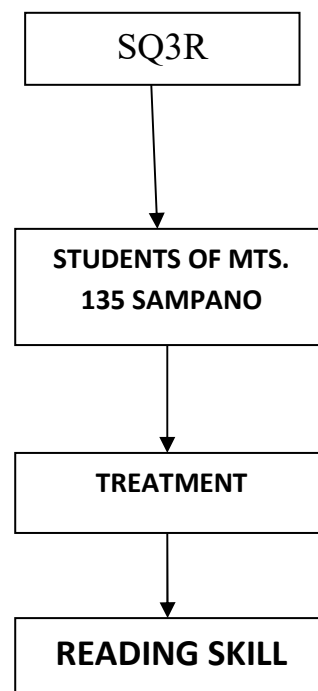
K. Hypothesis

Hypothesis is a conclusion which still less than or conclusion that are not yet perfect. So need to be revined to prove that truth of that hypotesis through research. So the hypothesis in this research is formulated, as follows:

H_0 : SQ3R cannot improve the students' reading skill at Mts.135 Sampano.

H_1 : SQ3R can improve the students' reading skill at Mts. 135 Sampano.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with the method of the research, population and sample procedure of collecting data and technique of data analysis.

A. Method and Design

1. Method

The method used in this research is pre experimental method. It used to describe the reading skill of students through SQ3R Technique. The research used direct observation by giving the students reading material and the try to see their improving reading skill through SQ3R Technique.

2. Design

This research involve one group of student with pre-test and post-test design. The design was formulated as follows:

$$O_1 \ X \ O_2$$

Remarks: O_1 : Pre test

X : Treatment

O_2 : Post test

B. *Variable and Oprational Variable Definition*

1. Variable of the Research

   The research involved into two variables, namely:

a. Independent variable in this research is SQ3R Technique

b. Dependent variable in this research is Reading Skill

2. Operational Definition of Variable

a. SQ3R is a teaching technique where the students are given reading text as a teacher and a students to read with the several steps of SQ3R (Survey, Question, Read, Recite, and Review).

b. Reading Skill is the students' reading achievement that consisted of their fluency, accurancy, and comprehensibility in producing english.

C. *Population and Sample*

1. Population

   The population of this research is the second class of MTs. Sampano in 2010/2011 academic year. This one class. So the total population is 30 students'. The population of this research will be elaborated through the table as follows:

Class	Students		Population
	Female	Male	
VIII	13	17	30
Total			30

2. Sample

The sample is take by using total sampling. In the choosing the sample of this research. All population in the second class of MTs. Sampano which consists of students' were considered as sample.

D. *Instrument of the Research*

In this research, the research uses two kinds of instruments, namely a test and questioner.

1. Test

In this research, the writter will be use two kinds of test, namely essay test and true false test. For the essay test consist of five items and each number has five score if the students answer correctly. And for true false test consist of five items, each number has one score.

2. Questionaire

Questionnaire used to know the students interest in learning reading skill through SQ3R Technique. The number of question consist of 5(five) and have five multiple choice namely strongly agree, agree, neutral, disagree, and strongly disagree based on likert scale.

   Strongly agree : 5

   Agree   : 4

   Neutral   : 3

Disagree   : 2

Strongly disagree   : 1

E. Procedure of Collecting Data

In colecting data, the researcher needed 10 times with the students in class. The procedures of collecting data in this research as described as follows:

1. Pre-test

The pretest did before treatment. The researcher entered the classroom and directly explained to the students about the purpose of the researcher. The researcher distributed a test to every students. The test was reading test. The students read the text without using a special reading technique. Next, they answered 5 item of essay. This pre test was administered was 30 minutes. The pretest was conducted to know the students' ability in reading without using SQ3R method.

2. Treatment

Treatment was administered for 8 meetings. There are explained as follows:

a. The first meeting

1. the researcher explained how the SQ3R Technique to the students.

2. The researcher gave an example to the students.

b. The second meeting

1. the researcher stimulated the students to do the SQ3R method in reading a test.

2. The researcher gave reading text to the every students.

3. The researcher guided the students to do every step of SQ3R Technique. There were some activities that the writer did in the class during the treatment. They are:

    a. The firstly, researcher asked them to survey the topic of reading to get an overview about the reading.

    b. Before reading the text, the researcher asked the students survey to the questions of the text.

    c. After that, the researcher asked them to read the text.

    d. Next, the research asked the students to recite the information from the text throught questions which they had answered.

    e. The last, the students checked their understanding of the text material by creating their own test questions.

c.   The third meeting

1. The researcher distributed a reading text for every student. The topic of the reading text was about Healty.

2. The researcher asked them to apply SQ3R Method in reading text.

3. After the students finished answer the questions of the text. The researcher collected their answer.

4. The last, the researcher checked the students'answer.

d. The fourth meeting

1. The researcher distributed a reading text for every student. The topic of the reading text was about Education.

2. The researcher asked them to apply SQ3R Method in reading text.

3. After the students finished answer the questions of the text. The researcher collected their answer.

4. The last, the researcher checked the students'answer.

e. The fifth meeting

1. The researcher distributed a reading text for every student. The topic of the reading text was about Technology.

2. The researcher asked them to apply SQ3R Method in reading text.

3. After the students finished answer the questions of the text. The researcher collected their answer.

4. The last, the researcher checked the students'answer

f. The sixth meeting

1. The researcher distributed a reading text for every student. The topic of the reading text was about Entertainment.

2. The researcher asked them to apply SQ3R Method in reading text.

3. After the students finished answer the questions of the text. The researcher collected their answer.

4. The last, the researcher checked the students'answer

g. **The seventh meeting**

1. The researcher distributed a reading text for every student. The topic of the reading text was about Science.

2. The researcher asked them to apply SQ3R Method in reading text.

3. After the students finished answer the questions of the text. The researcher collected their answer.

4. The last, the researcher checked the students'answer

h. **The eight meeting**

1. The researcher distributed a reading text for every student. The topic of the reading text was about Sports.

2. The researcher asked them to apply SQ3R Method in reading text.

3. After the students finished answer the questions of the text. The researcher collected their answer.

4. The last, the researcher checked the students'answer

3. **Post-test**

The posttest was administered to the students after treatment. The students red the reading text by using SQ3R Technique. Kinds and contents were given precisely different with those in pre test.

F. Technique of Data Analysis

The data collected from the reading test was tabulated into scoring classification, mean score and test significance.

1. Scoring classification

Scoring the students' correct of by using the following formula:

$$Score = \frac{Total\ Correct\ Answer}{Total\ Item} \ x\ 10$$

The score was classified into interpretation score as follow:

    a.   Score 9.6 – 10   = Excellent

    b.   Score 8.6 - 9.5   = Very good

    c.   Score 7.6 – 8.5   = Good

    d.   Score 6.6 – 7.5   = Average

    e.   Score 5.6 – 6.5   = Fair

    f.   Score 4.6 – 5.5   = Poor

    g.   Score 0.0 -3.5   = Very Poor

The data through reading test was analyzed in percentage by using formula as follows:

P = <u>F</u>   X   100%

      N

Where: P   =   Percentage

             F   =   Cumulative frequency of subjects

             N   =   Total number of subjects

2. Mean score

Calculating the mean score of reading test in pretest and posttest by using the following formula:

$$\overline{X} = \frac{\Sigma x}{N}$$

Where:

$\overline{X}$ = Mean score

Σx = Total score

N = Total sample

3. looking for mean from difference by using the following formula according to Suharsimi Arikunto :

$$MD = \frac{\Sigma D}{N}$$

Where : Md : mean from difference

ΣD : Total of gain Score

N : Total sample.[22]

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[22] Suharsimi Arikunto, *Prosuderal Penelitian*. P. 307.

4. Looking for standard deviation from difference (SD_D)

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$$

5. Looking for error standard from mean of difference, by using the following formula :

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

6. Looking for "t_o" by using the following formula :

$$t_o = \frac{MD}{SE_{MD}}$$

Notation :

D : Difference

X : pre-test

Y : post-test

MD : Mean difference

N :Total Sample

SD_D : Standard Deviation from mean difference

$\sum D$: Total difference

SE_{MD} : Error Standard from mean difference

t_o : Observation test

t_t : t table

7. Looking for t_{table} by using the following formula.

$$(df) = N - 1$$

Standard signification $(\alpha) = 0.05$

$$\text{Table} = t_{table} = t_{(1-\frac{1}{2}\alpha)(df)}$$

8. Criteria of hypothesis acceptability

$t_o > t_t$: Reject null hypothesis.

$t_o < t_t$: Receive null hypothesis.[23]

[23] Inar, *The Effectiveness of Contextual Guessing Technique in Improving Reading Comprehension at the Eight Class of SMP PMDS Putri Palopo Academic Year,* 2010) P. 44

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections. The first section deals with the finding of the research and the second section deals with discussion. The findings of the research deals with the result of the data analysis from the field and the discussion section deals with argument and further explanation of the findings.

A. *Findings*

The findings that researcher reported in this chapter were based on the analysis of the data collected and the application of the technique explained in the previous chapter. The finding was proccessed to find out whether or not the picture story technique is effective in teaching reading comprehension after teaching through picture story technique. This part presented the result of the test. The test consisted of 5 items which was divided one ability, this was the ability through picture story technique consisted of 5 items in reading text. And in collecting data, the researcher used test, namely pre-test and post-test. The pre-test was given before the treatment and post-test was given after treatment. The findings quantitatively described as follows :

1. Students' ability of raw score in identifying reading test in pre-test

Table 4.1

The raw score of students' Reading in Pre-Test

No.	Respondents	Students' Correct Answer	Scoring of the students'
1.	01	2	4
2	02	3	6
3	03	2	4
4	04	4	8
5	05	2	4
6	06	3	6
7	07	4	8
8	08	3	6
9	09	3	6
10	10	3	6
11	11	4	8
12	12	3	6
13	13	4	8
14	14	2	4
15	15	2	4
16	16	2	4

17	17	2	4
18	18	2	4
19	19	1	2
20	20	3	6
21	21	1	2
22	22	1	2
23	23	1	2
24	24	3	6
25	25	1	2
26	26	2	4
27	27	2	4
28	27	4	8
29	28	1	2
30	30	3	6
Total Score			**144**

Note : Based on the table on pre-test above, we can see that most of the students' had low ability in answer the question correctly. So, the result of the students' answer was low. We can see from the data analysis on table above showed that: the highest score is 8 and the lowest score is 2, Only 5 students got

score 8, there were 9 students got score 6, 10 students got 4, and 6 student got

score 2.

a. The mean score of the students in pre-test

To found the mean score of the students' reading comprehension in reading text, the researcher calculated the total raw score of the students and then divided by total students as in the following formula:

$$\overline{X} = \frac{\sum x}{N} = \frac{144}{30} = 4.8$$

b. The scoring classification and rate percentage of the students

To found the scoring and the rate percentage of the students the researcher took the students score based on the table score and then classified their score into table classification as follows:

Table 4.2

The Criteria and Percentage of the Students' Reading in Pre-Test

No.	Classification	Score	Frequency	Percentrage
1.	Excellent	9.6 – 10	-	0%
2.	Very good	8.6 – 9.5	-	0%
3.	Good	7.6 – 8.5	5	16.7%
4.	Average	6.6 – 7.5	-	0%
5.	Fair	5.6 – 6.5	9	30%
6.	Poor	4.6 – 5.5	10	33.3%
7.	Very poor	0.0 – 3.5	6	20%
			30	100%

Based on the table classification above and the mean score of the students, the Researcher found that the students' reading comprehension in reading text was poor. It was approved by the table above where 30 students whose their ability was research, it was found that none of them got excellent. There were 5 (16.7%) students classified as good, 9 (30%) students classified as fair, 10 (33.3%) student classified as poor, and 6 (20%) students classified as very poor.

2. Students' ability of raw score in identifying reading test in post-test.

Table 4.3

The raw score of students' reading comprehension in post-test

No.	Respondents	Students' Correct Answer	Scoring of the students'
1.	01	4	8
2	02	4	8
3	03	3	6
4	04	3	6
5	05	2	4
6	06	5	10
7	07	4	8
8	08	5	10
9	09	4	8
10	10	3	6
11	11	4	8
12	12	3	6
13	13	5	10
14	14	3	6
15	15	3	6
16	16	5	10

17	17	3	6
18	18	4	8
19	19	4	8
20	20	3	6
21	21	4	8
22	22	3	6
23	23	4	8
24	24	3	6
25	25	4	8
26	26	4	8
27	27	5	10
28	28	5	10
29	29	3	6
30	30	4	8
Total Score			**144**

Note: Based on the table above, after giving treatment was better that before treatment. The highest score were 10 and the lower score were 4. 1 students got score 4, 11 students got score 6, 12 students got score 8, and 6 students got score 10.

a. The mean score of the students in post-test.

To found the mean score of the students' reading comprehension through picture story technique in reading text, the researcher calculated the total raw score of the students and divided by the total students as in the following formula:

$$\bar{X} = \frac{\sum X}{N} = \frac{230}{30} = 7.667 = 7.7$$

b. The scoring classification and rate percentage of the students

The researcher found the scoring and rate percentage of the students the researcher took the students score based on the table score and then classified their score into table classification as follows:

Table 4.4

The Criteria and Percentage of the Students' reading in Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	9.6 – 10	6	20%
2.	Very good	8.6 – 9.5	-	0%
3.	Good	7.6 – 8.5	12	40%
4.	Average	6.6 – 7.5	-	0%
5.	Fair	5.6 – 6.5	11	36.7%
6.	Poor	4.6 – 5.5	1	3.3%
7.	Very Poor	0.0 – 3.5	-	0%

Total Score	30	100%

Based on the table classification above and the mean score of the students, the researcher found that the students' reading comprehension through picture story technique in reading text was excellent. It was approved by the table above where 30 students whose their ability was researched, it was found that none of of them got very poor. There were 6 (20%) students classified as excellent, 12 (40%) students classified as good, 11 (36.7%) students classified as fair, and 1 (3.3%) students classified as poor.

3. Looking for D (difference) between score variable 1 (X) pre-test and variable 2 (Y) post-test.

Table 4.5

The result of data analysis from the students' score pre-test, post-test, and square of pre-test and post-test.

No.	Respondents	X	Y	D = X - Y	D² = (X-Y)²
1.	01	4	8	4	16
2.	02	6	8	-2	4
3.	03	4	6	-4	16
4.	04	8	6	2	4
5.	05	4	4	0	0

6.	06	6	10	-4	16
7.	07	8	8	0	0
8.	08	6	10	-4	16
9.	09	6	8	-4	16
10.	10	6	6	0	0
11.	11	8	8	0	0
12.	12	6	6	0	0
13.	13	8	10	-2	4
14.	14	4	6	-2	4
15.	15	4	6	-2	4
16.	16	4	10	-6	36
17.	17	4	6	-2	4
18.	18	4	8	-4	16
19.	19	2	8	-6	36
20.	20	6	6	0	0
21	21	2	8	-6	36
22	22	2	6	-4	16
23	23	2	8	-6	36
23	24	6	6	0	0
25	25	2	8	-6	36
26	26	4	8	-4	16

27	27	4	10	-6	36
28	28	8	10	-2	4
29	29	2	6	-4	16
30	30	6	8	-2	4
N = 30		$\sum$X= 144	$\sum$Y= 230	$\sum$D= - 58	$\sum$D(X-Y)² = 412

Based on the table above, the result of data analysis from the students' score pre-test, post-test and square of pre-test and post-test showed that through picture story technique as technique reading text to effective students' reading comprehension. Where N = 30, $\sum X =144$, $\sum Y = 230$, $\sum D = -58$, and $\sum(D)^2 = 412$. It proved by the mean score of post-test (4.8) was higher than pre-test (7.7).

a. Looking for mean from difference by using the following formula (MD)

$$MD = \frac{\sum D}{N}$$

$$= \frac{-58}{30}$$

$$= -1.9$$

b. Looking for standard deviation from difference (SD$_D$) by using the following formula:

$$SD_D = \sqrt{\frac{\sum D^2}{} - \frac{(\sum D)^2}{}}$$

$$= \sqrt{\dfrac{\overset{N}{412}}{30} - \dfrac{\overset{N}{(-58)^2}}{30}}$$

$$= \sqrt{13.73 - 11.13}$$

$$= \sqrt{2.6}$$

$$= 1.61$$

c. Looking for error standard from mean of difference

$$SE_{MD} = \dfrac{SD_D}{\sqrt{N-1}}$$

$$= \dfrac{1.61}{\sqrt{30-1}}$$

$$= \dfrac{1.61}{\sqrt{29}}$$

$$= \dfrac{1.61}{5.38}$$

$$= 0.30$$

d. Looking for "t_o" by using the following formula:

$$t_o = \dfrac{MD}{SE_{MD}}$$

$$= \dfrac{1.9}{0.30}$$

$$= 6.33$$

Given interpretation based on criteria of hypothesis acceptability

$$d_f = N - 1$$

$$= 30 - 1$$

$$= 29$$

Based on the table, standard of signification 5% with $d_f = 2.045$. We got 2.045.

From the result above, the researcher gave interpretation that "t_o", is bigger than "t_t" ($t_o > t_t$)

$$\boxed{6.33 > 2.045}$$

That indicated that $t_o > t_t$, so null hypothesis was rejected and H_o = there was significant difference between SQ3R technique, therefore SQ3R technique was improved in teaching reading at Junior High School, especially at the eight year students of MTs 135 Sampano and the lesson would be interesting to the students.

B. Discussion

Based on the presentation of the findings, the researcher presents interpretation of finding to explain it in detail as follows:

In improving students reading skill the researcher used SQ3R Technique as a teaching media. Before giving the treatment the students reading skill was categorized poor. It was proved that there were 10 students (33.3%) out of 30 students got in "poor" and there were 6 students (20%) out of 30 students got in "very poor". The students mean score was also low (4.8). Furthermore, in pretest most of students couldn't answer items about finding out main idea and recalling the paragraph. It indicated that the ability in skill a reading text is still low.

The description of data collected though the test as explained in the previous sections shows that the students' reading skill was improved. The students' score after giving treatment is better than before treatment were given to the students. It was proved in pretest there were 6 students (20%) classified into "very poor" and there were 10 students (33.3%) classified into "poor" could be none of students classified into "poor" and "very poor" in posttest. In pretest there were 9 students (30%) classified into "fair" could be only 11 students (36.7%) in posttest. There were 5 students (16.7%) classified into "Good" in pretest and there were 12 students (40%) in posttest. In pretest none of students classified into "Very good", "Excellent" could be increase 5 students (16.7%) classified into "Very good" and 6 students (20%) classified into "Excellent" in posttest. So it was concluded that before the treatment was given to the students,

their score is in poor and none of them can get the maximal score. But, after the treatment, the ability of students has improved. There were 20% of them get the highest score. More over, before the treatment was given, there were still about 23,3% of them were in "Very poor" classification. It means that there is a difference there is improvement of students' ability in reading by using SQ3R Technique.

The mean score of pretest is 4,8 and posttest is 7,7. It shows the mean score of posttest is greater than the pretest. It indicates that be achievement of students after the treatment are greater than before the treatment. Furthermore, the standard deviation indicates the level errors of students in answering test. We can see that the standard deviation of pretest is higher than in posttest. So we can conclude that the achievement of students' in the treatment has improved. This means that the achievement of students who are taught using SQ3R is better than the achievement of students who are not taught using SQ3R Technique.

Event though the fact above shows that the mean score of pretest and posttest was different, the researcher wants to know whether the mean score is significantly from the two variable (pretest and posttest) at the level of significance 0,5 with degree of freedom (df) = N-1, where N = Number of subjects (30). Actually, the value of result of "T-test"is greater than value of "the table"(6.33>2.045). based on the result of "T-test", it indicates that there is a significant difference between the result of students' pretest and posttest. If the value of T-test is higher than the T-table value, it indicates that the difference is

significant. The higher the T-test value is, the more significant the difference. The more significant the difference is, the more successful the treatment given. This means that the posttest is more successful than pretest, the achievement the students' is better after are taught using SQ3R Technique so the writer concluded that SQ3R Technique has improved the skill of students in reading drastically.

Seeing the data above, it is concluded that null hypothesis (H_0) is rejected, while alternative hypothesis (H_1) is accepted because the result of pretest that was done after treatment is greater than the result of pretest that was done before the treatment. The value of T-test was higher than T-table (6.33>2.045).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the finding and discussions of the study, the researcher would like conclude that SQ3R method is an effective method in teaching reading skill to students of class 2 in MTs.135 Sampano. It is proved that the student's ability in reading skill of English text before using SQ3R technique was still poor but after using the SQ3R technique their achievement improved. There are significant different between the result of the students' pretest and posttest. It is proved by the mean score of pretest is 4.8 and the mean score of posttest is 7.7.

B. Suggestions

Based on the result of the data analysis and conclusion. The writer would like to give some suggestions as follows:

1. In teaching reading skill of English text, the researcher suggest to the English teachers to use SQ3R technique, because SQ3R technique is one of effective ways to increase the students' achievement. The SQ3R Technique seems like take more time to do it but the teacher will find that they can be effective in teaching reading for their students and the students will find they retain more and understand text.

2. Teachers are suggested to provide their student with suitable method in teaching English particularly reading subject in order to make the teaching and learning activities more active and effective.

3. The students should be given more exercise to comprehensive some information in reading text.

4. The result of this research may be used as a reference for the next researcher to expose the importance of mastering reading comprehension of English text by using SQ3R method.

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Demikian permohonan kami, atas perkenaan Bapak diucapkan banyak terima kasih.
Wassalamu Alaikum Wr. Wb.

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