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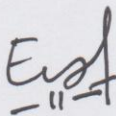
**THE EFFECT OF SQ3R TECHNIQUE TOWARD STUDENTS
READING COMPREHENSION OF DESCRIPTIVE TEXT AT
GRADE SEVENTH STUDENTS OF SMP N 2
PAGARANTAPAH DARUSSALAM**

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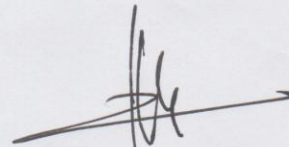
Ditetapkan dan disahkan di pasir pengaraian

pada tanggal 30 Juni tahun 2016

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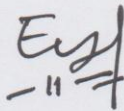
**Pengaruh Teknik SQ3R Terhadap Pemahaman Membaca Siswa Dalam Teks Deskripsi
Pada Kelas VII di SMPN 2 Pagarantapah Darussalam.**

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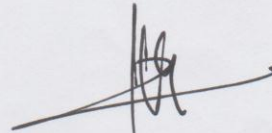
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THE EFFECT OF SQ3R TECHNIQUE TOWARD STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT GRADE SEVENTH STUDENTS OF SMP NEGERI 02 PAGARANTAPAH DARUSSALAM

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ABSTRAK

Tika Rahyana, 2016. Pengaruh Teknik SQ3R Terhadap Pemahaman Membaca Siswa Dalam Teks Deskripsi Pada Kelas VII di SMPN 2 Pagarantapah Darussalam.

Berdasarkan hasil observasi awal di SMPN 2 Pagarantapah Darussalam, hasil belajar siswa dalam pemahaman membaca pada teks deskripsi kelas VII SMPN 2 Pagarantapah darussalam masih tergolong rendah, yaitu rata-rata dibawah standar KKM. Sedangkan nilai KKM dari sekolah adalah 70. Tujuan penelitian ini adalah untuk mengetahui pengaruh teknik SQ3R terhadap kemampuan siswa dalam Pemahaman membaca pada teks deskripsi pada kelas VII di SMPN 2 Pagarantapah Darussalam. Metode penelitian yang digunakan adalah Eksperimen, pre test dan post test design. Pengambilan sampel digunakan dengan menggunakan teknik total sampling. Sampel penelitian berjumlah 37 siswa kelas X. Kelas control sampelnya 19 siswa dan kelas Eksperimen 18 siswa. Hasil dari penelitian Eksperimen ini menunjukkan adanya pengaruh yang signifikan di test akhir dengan menggunakan teknik peer editing. Nilai (T_o) dalam hasil penelitian ini adalah 7.065 dan nilai (T_t) nya 2.1009. Ini menunjukkan bahwa nilai (T_o) lebih besar dari nilai (T_t) pada derajat signifikansi 5%. Pada akhirnya, ada pengaruh yang signifikan dalam pengajaran menggunakan teknik SQ3R.

Kata Kunci: *Teks Deskripsi, Teknik SQ3R, Metode Eksperimen.*

ABSTRACT

Tika Rahyana. 2016. The Effect Of SQ3R Technique Toward Students Reading Comprehension Of Descriptive Text At Grade Seventh Students Of SMPN 2 Pagarantapah Darussalam.

Based on the research in SMPN 2 Pagarantapah Darussalam, students learning outcomes in Reading Comprehension on Descriptive text class VII SMPN 2 Pagarantapah Darussalam was still relatively low, averaging below KKM standards. While the KKM score of the school is 70. The purposed of this research was to know the effect of SQ3R technique toward Stdens reading comprehension on Descriptive text at garde seventh students of SMPN 2Pagarantapah Darussalam. The Tehnique used in this research was Experimental research, pre test and post test design. Sampling was used by using total sampling technique. These samples included 37 students of class VII. The sample of class control was 19 students and experiment class was 18 students. The results of this research showed that there was significant effect in post test with using SQ3R technique. (T_o)value was 7.065 and (T_t) value was 2.1009. It showed that (T_o) was higher than (T_t) in degree of significance 5%. The used of SQ3R technique in teaching descriptive text gave the significant effect to the students at SMPN 2 Pagarantapah Darussalam.

Keywords: *Descriptive text, SQ3R Technique, Experimental Research.*

INTRODUCTION

Reading is one of the basic English skills which should be mastered by the students. It is a process of transferring information from the writer to the reader. It is an important skill in our daily life because it gives many advantages for us. Reading is similar to listening in which it is a receptive skill; however, it involves students' interaction in the form of visual input of language. Interaction means that reading is most definitely an active process where the students should be active in reading the text; they will predict and get the points of the text. There should be connection between the readers' knowledge and their prediction with the text. Reading is the process of receiving and interpreting information encoded in language form via the medium of print (Grabe, 2009:14).

It means in reading activities, the readers should be able to concentrate while their eyes moved to the text that is read in order to get information based on their background knowledge.

Through reading, we can obtain many kinds of information which can expand our knowledge. Moreover, reading comprehension is usually used for such kinds of purposes like reading for general information, specific information, textual meaning and textual references. Without reading, the readers would not know how and where to use words, the way sentences are formed and how to comprehend the text. It is because reading teaches the language learners so many aspects that will then become useful in writing. Because of those cases, teaching reading comprehension to the students is very important.

In fact, the importance of teaching reading for the teachers is not similar to the importance of reading activity in the classroom for students. Commonly, students do not find that reading activity is necessary thing in learning English. Most of them think that reading is a thing that forces them to think hard in doing some certain exercises or tasks. It causes the students are less motivated in reading the text, lack of vocabulary and the strategies that is applied by the teachers in teaching reading is not good for the students, so the students felt bored when the teachers teaching reading comprehension.

Based on the interview with the teacher at SMPN 2 Pagarantapah Darussalam. It was found that most of the students at SMPN 2 Pagarantapah Darussalam were still low in reading comprehension. The first year students of SMPN 2 Pagarantapah Darussalam had problems in finding main idea, topic sentences, reference and inference from the descriptive text. It was also found that the teachers never use SQ3R technique frequently to teach reading comprehension to the students.

This study concerns to the way how to solve the problem faced by the students. Therefore, based on those factors above, teachers should pay attention to use appropriate SQ3R techniques. The main purpose is to solve the problem of teaching reading skill to the first years students of SMPN 2 Pagarantapah Darussalam in academic year 2016/2017. The technique used should be a technique that involves the students in the process of reading activity; therefore, the students will experience the learning and learn how to comprehend the text. In addition, one of the appropriate techniques for the students in reading is SQ3R. Any some researchers used SQ3R technique to applied in learning process. first research was done by kylie (2011), entitle the effects of SQ3r on Fifth Grade Students' comprehension level. The results SQ3R technique was significant in teaching reading. Secondly research was done by Dharma (2014), entitle The Implementation Of SQ3R Strategy To Teach Reading News Item Text To Tenth Grade Students Of Senior High School. The result SQ3R technique was really helpful for the students to comprehend the text and also increased their reading ability. The result of the students' tasks indicated that the students' reading comprehension increase. So researcher want to try apply SQ3R technique in SMP N 2 Pagarantapah Darussalam.

Based on the explanation about the facts above, the researcher is highly motivation to conduct a research about The effect of SQ3R technique toward students' reading comprehension of descriptive text at grade seventh students of SMPN 2 Pagarantapah Darussalam.

REVIEW OF RELATED LITERATURE

A. Review Of Related Literature

1. SQ3R Technique

Lipson and Wixson (2003) states that SQ3R method is perhaps one of the oldest and most widely method. It applies most readily to textbooks and formal reading assignments in wich readers are required to consume main points from expository writing. However, Syah (2009 : 142) states that in principle SQ3R method includes short step- steps to learning text finger which

include : 1. Survey (researching , or identify all reading text) ; 2. Question (compiled list questions that are appropriate to the content of the text reading); 3. Read (Read the text actively to find answers to questions already made); 4. Recite (Memorize answers have been found in the activities reading) ; 5 review (Reviewing the whole answer to the question that has been compiled .

This technique use for fully absorbing written information. It helps to create a good mental framework of a subject, into which you can fit facts correctly. It helps you to set study goals. It also prompts you to use the review techniques that will helps to fix information in your mind. If use SQ3R, will significantly improve the quality of study time.

McWhorter explains that SQ3R is a way of learning is you read. Each of steps in the system will be briefly summarized, and then you will see how it can be applied to a sample selection. SQ3R is a five steps technique thus are survey, question, read, recite, and review. It will help to identify the significant ideas, graps these ideas more readily, remember the essential points, and better prepared for exams. Each steps is symbol that will appear as a reminder at appropriate places throughout the text. The following explains how the S in SQ3R refers to survey; the Q refers to question; and 3R refers to read, recite, and review. This technique identify each of the five steps of the method.

According to Carter et al. (2007:156) they claims that SQ3R stands for Survey, Question, Read, Recite, and Review. As the reader move through the staages of SQ3R, the reader will skim and scan the text. Approach SQ3R as a flexible framework on which to build the study method. When the reader bring personal learning styles and study preferences to the system, it will work better than if the reader follow it rigidly. And they claims that the SQ3R has five steps, those are: survey, question, read, recite, and review.

a. Survey

Surveying, the first stage in SQ3R, is the process of previewing, or prereading, a book before the readers study. Most textbook includes elements that provide a big-picture overview of the main ideas and themes. The readers should use the big-picture to make sense of the information that contains with the text and learn the order topics. Moreover, the readers will overview by surveying the text elements.

b. Question

After the readers have surveyed the text, the next step is to ask questions about the assignment. The process of asking questions leads to discover knowledge, which is the essence of critical thinking as the readers formulate some questions and then discover the answer in the text and the materials. It meant the readers should make a note of any questions on the subject's mind, or particularly interest of the survey. These questions can be considered almost as study goals understanding. The answers can help the readers to know about the structure of the information.

c. Read

In read, the readers should read all points of the text that are relevant in order to make easier the students to answers the question because this steps will be particularly easy for the readers, if there is a lot of dense and complicated information from the text. Besides, when the readers find the concept of reading, then they will able to

answer and the questions based on the text that has been studied in reading comprehension.

d. Recite

In recite, the readers response all of the questions by using their own words after they finish reading. Moreover, the readers have to take a notes from the text to the information, read appropriate sections of the document, run through several items. Furthermore, the readers underline the important points, and then the readers are asked to recall or recite all of the materials that have been studied.

e. Review

In review, the readers have to review the exercise by recalling the information. This review will help the readers memorize material as it prepares for the exams. Furthermore, if the readers close the book, after reading it once, the readers will forget almost everything related to the material. However, if the readers close the book, the readers will remember all of the materials that have been studied before.

From the view of some experts above, the researcher concludes that SQ3R is a technique which is used to facilitate students in learning reading. SQ3R stands for survey, question, read, recite, and review that can assist students to improve their understanding toward texts which they read. These steps should be integrated and conducted chronologically.

Huber (2004) argues that SQ3R is simply a variety of strategies placed together in the hope of gaining a comprehensive effect. She questions whether SQ3R has any positive effect on students and their comprehension of expository texts. Huber further states SQ3R is not comprehensive enough and that it does not address students' lack of prior knowledge and experiences with the ideas...the main reason students struggle with expository texts.

2. Reading Comprehension

Reading is an active cognitive process of interaction with print and monitoring comprehension of establishing meaning which means the brain does not work in reading, the pupils get information by comprehending the message and the teacher motivate the pupils to read (Lado, 1961: 65). Furthermore, Gloria (1988: 43) States that the definition of reading comprehension is most likely to occur when pupils are reading what they want to read, or at least what they see some good reasons to read.

Lado (1961: 56): Reading in the foreign language consists of grasping meaning in the written language. In this case, reading foreign language is the grasping of full linguistic meaning of what is to read in subject within the common experience of the culture of which the language is a central part. He further maintains that linguistics means to include the denotation conveyed by language to all speakers of it is as opposed to meaning that are receptive only by those have specific background information not known by the other speakers in general. In other word, there are some purposes of reading such as reading for specific items of information, for general and detail information in a given field, etc. other types of reading, for example readings for literary appreciation are properly the real of reading in the native language.

Learning to read a new language, the pupils must read carefully, some aloud; moreover some questions are

also important of the passages, as in the following statement by Berry (1956: 44):

There must be question on the text, this essential. The questions are to help the pupils understanding every detail on the passage, for example, the passage is about "hide and seek". It means that the questions on the passage are able to facilitate the pupils understanding of the passage; the children are playing hide and seek in the playground, and the question are (1) who is playing hide and seek in the playground ? (2) What are the children playing in the playground? (3) What are they doing in the playground and where are they playing hide and seek?

- (a) reading is not a single skill but an interrelated process of many skill, (b) reading is development process, in other words, reading comprehension develops sequentially as pupils nature, (c) there are developmental pattern from grade to grade and from year to year, but wide variations in reading ability exist among pupils in any grade or of any age, and (d) there are no basic reading comprehension which can be taught or learned once or for all, they are merely simpler or more difficult levels of reading proficiencies, which can be taught to pupils who are ready to learn.

The concept of reading comprehension is a never-ended concept to be discussed. People try to give limitation or determine the meaning in order to make a clearer definition and understanding of reading comprehension. There are so many definitions of reading comprehension available.

Background knowledge will really help reader in reading comprehension. As what had been stated by Caldwell (2008:177), in which reading comprehension is about relating background knowledge to new knowledge contained in the written texts. Our ability to understand what we read is highly dependent upon the background knowledge that we bring to the act of reading. If we know a lot about a topic, then, we will use this knowledge to interpret the text, to make inferences, to create visual images, and to evaluate the author's point of view. Cook in Hammer (2000:199) also has the same idea of activating background knowledge to comprehend any reading text. He states in order to make sense any text we need to have preexistent knowledge of the world. It can be assumed that the wider we have background knowledge, the easier we comprehend what we are reading. It is because we have been already familiar with the topic and we do not need to think hard to catch the idea.

Reading is thinking and understanding and getting at the meaning behind a text (Serravallo, 2010:43). She emphasizes that reading activity must be directed toward the understanding and catching the idea that the text provide. Activating prior knowledge before, during, and after reading a text will be proficient to the readers. They think about what they already know about a text's structure or topic before they read; they make connections to their lives, other books, and the world as they read; and they think about these connections after they are finished reading.

a. Aspects of reading comprehension

According to Sheng (2003) reading comprehension questions measure student's ability to read with understanding, insight and discrimination. This type of question explores the ability to analyze a written passage

from several perspectives, including student's ability to recognize both explicitly stated elements in the passage and assumptions underlying statements or arguments in the passage as well as the implications of those statements or arguments. Because the written passage upon which the questions are based presents a sustained discussion of a particular topic.

There are six types of reading comprehension questions. These types focus on these aspects.

- (1) The main idea or primary purpose of the passage;
- (2) Information explicitly stated in the passage;
- (3) Information or ideas implied or suggested by the author;
- (4) Possible applications of the author's ideas to other situations, including the identification of situations or processes analogous to those described in the passage;
- (5) The author's logic, reasoning, or persuasive technique;
- (6) The tone of the passage or the author's attitude as it is revealed in the language used.

b. Comprehension Skill

According to Hilerachi (1983) most of the reading professional list three categories of reading comprehension.

- a. Literal comprehension has to do with understanding or with answering questions about what an author said.
- b. Inferential comprehension refers to understanding what an author want by what was said.
- c. Critical reading has to do with evaluating or making judgments about what an author said and meant. Edgar put it well when he referred to these three categories as "reading the linesreading between the lines.....and reading beyond the lines."

Based on the explanation of reading comprehension above, the researcher concludes that reading comprehension is an understanding of reading a text. The ability to Analyze and to conclude are parts of reading comprehension. Reading Comprehension measures students' ability to read with understanding. Reading comprehension is importance for student to read a text or an essay.

3. Descriptive Text

Descriptive text is kind of genre which has been taught in junior high school. The tense that used in descriptive text is simple present tense. According to Clause, Description adds an important dimension to our lives because it moves our emotion and expands our experience. Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers. Descriptive text is the text which says or describes what person, animal, or a things is like. Siahaan (2008:119) states a description composition is a paragraph in which a writer tries to picture out an object to his readers. The object can be anything. It can be a concrete object such as person, or an animal, or a place or a car. Description composition can also be an abstract object such as an opinion, or an idea, love or hate and belief.

Pardiyono (2007:33) states that if the students want to describe living or non-living things to the reader, we can formulate the descriptive text. Than priyanto

(2009) also states that descriptive text aims at giving vivid details of how something or someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description from another thing. In other word, descriptive text is not used to generalize. All defferent readers should be able to show the same thing being described in the text.

Based on the explanation of defenition of descriptive text above, the researcher concludes that descriptive text is story depicting about person, animal, plant and things. Descriptive texts usually use simple present tense. Descriptive texts usually discribe about caracteristic of something. A descriptive text tells the readers about detail information.

According to mukarto (2007:140) stated descriptive text is Descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. the structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc (Mukarto, 2007:140)". From the mukarto statement, we can conclude that descriptive text is a text to describe

something, someone or place and descriptive text have a two main parts such as identification and description thats called generic structure.

A. Generic Structure in Descriptive text

The generic structure is arrangement in writing the descriptive text that article we write in accordance with the existing rules in the descriptive text. The generic structure such as :

1. Identification : Contains the identification of terms or preliminary / the general describe of someone or things of the topic.
2. Description : Contains of the explained, describe of things and someone that more detail from the identification that has general describe.

To make descriptive text, we have to determine the topic descriptive text then you make general describe of descriptive text. The general describe that will be make detail description.

B. Characteristic of Descriptive text

There are some characteristic of descriptive text to know whether the descriptive text or not, such as :

- a. Focus on descriptive text such as the describe someone, place, animal, plant and things.
- b. Using simple present tense In the text title use the detail noun phrase such as the explain about phone, hence the title of which is use not only mobile phones, but use the title samsung galaxy E5 SM-E500F.
- c. Have an adjective as a noun explanations.

- d. Text is try to describe things so the reader know its shape as through they are looking at what is described in the text.
- e. Written explanation from general to specific.

E. Purpose of the Research

In this research the researcher tries to find out what there is an effectiveness SQ3R technique toward students reading comprehension on descriptive text at grade seventh students of SMPN 2 Pagarantapah Darussalam?

F. Significance of the research

The researc finding was expected to give input and contribution to the following:

1. For the English teacher:
The teacher wants to know whether students who have a good in SQ3R technique also have a good reading comprehension.
2. For the student:
Students understand more about the importance of reading and SQ3R technique that can improve students reading skill.
3. For the school:
This research can be used as information to improve the teaching and learning English in the future.
4. For the researcher:
The researcher wants to know how far SQ3R technique supports the students in reading.

RESEARCH METHODOLOGY

A. Research Design

This research is an experimental research. The experiment reserch is quasi-experiment posttest only group design. The researcher consist is two there are variable X and Y. Variable X is SQ3R technique and Students Reading comprehension. According to Creswell (2008: 299) that in experiment research is testing an idea (practice or prosedure) to determine whether it influences an outcome or dependent variable. The instructional activity was designed only to teach reading skill students by using SQ3R technique as a techniques toward the experimental group, the group of sample would have test to measure the effect that students get after treatment. The result of the test would be analyzed and compare using statistical computation. According to Nazir (2013 : 51) that in experiment is observation under artificial conditions which the conditions created and governed by the researcher . thus , experimental research is research done by holding the manipulation of the research object as well as their control

a. Treatment

After given pre-test, the researcher did the treatment using SQ3R technique to read a text. This treatment was taken in order to know is there significant effect on students reading students of descriptive text after used SQ3R technique. Treatment had done for four meetings. The treatment was given to experimental class only. The steps are:

Meeting 1 : The first meeting on treatment was the teacher explained about social function, generic structure, and language feature

of descriptive text and then teacher gave more example of descriptive text and gave some exercises that has related with the text.

Meeting 2 : Teacher introduced about SQ3R technique to the students. The teacher had shown the procedure of SQ3R technique and relation with their material "elephant". After the teacher explained how to developed a topic becoming descriptive used SQ3R technique the topic "dog"

Meeting 3 : In this meeting, the teacher explained about simple present tense, which is one language feature of descriptive text. Then the teacher gave some exercises that related the materials. In this meeting, teacher asked the students to read descriptive text. Teacher gave a topic "fish" to develop by them together, absolutely using SQ3R technique.

Meeting 4 : This is last meeting in treatment. The teacher asked students to read descriptive text. The teacher gave some topics, such as "bird", and developed it become descriptive text.

b. Post-test

The purposed of given post-test was to find the effect on students' reading comprehension of descriptive text after using SQ3R technique. Post-test was given to experimental and control classes. The topic was "cat" same with control group in post test

B. Technique of Collecting the data

The method of collecting data for this research is Reading test. A test is in the form of short answer questions. The contents of the reading test include determining the main idea, determining topic sentence, find out reference and make inference.

The test of those four aspects of reading comprehension was compiled by the researcher. She compiled 20 items of short answer question taken from various sources that are related to the materials at grade seventh of SMPN 2 Pagarantapah Darussalam. the blue print of the test as follows :

C. Technique of Analyzing the data

The technique of data analysis, will be used here is statistical analysis that is descriptive analysis. The researcher analysis use SPSS. The researcher got the students scores of the experimental and control group. The score check for the pre-test and post-test. The first step was the researcher calculated the mean score of experimental group. For the purposes, to test the hypothesis, it was used t-test with the level of significance 0.05 (5%).

The mean score that obtain through the above formula was analyzed and interpreted. Finally, the researcher computed the hypothesis significant. It was to know whether the Ho was accepted or not.

The researcher calculated deviation between pre-test and post-test of experimental and control group. To analyze the data, the researcher used the statistic test, the researcher's used the microsoft excel. There are:

1. Normality Data

Normality test aims to see whether the data was normally distributed or not, this was used to determine the slope formula. To know the variable X and Y distributed or not. The researcher used the lilliefors test because the data is a nominal data. In this research use the S= standard deviation with calculate opportunity $F(z_i) = P(z \leq z_i)$, calculated the more little of proportion or same with z_i . If the proportion is $S(z_i)$, So: calculate the difference $F(z_i) - S(z_i)$ with absolutely. The bigger absolutely between the difference absolutely get, like the price is L_0 equal with $L_t(a, n)$ if the sample of population is norm also $L_0 \leq L_t(a, n)$ (Sudjana, 2005: 466)

2. Homogeneity Data

Homogeneity test was used to see whether the two sets of data have a homogeneous variance or not. If both the sample is normal, continue with the second test of homogeneity of variance. To find two classes with the test, have the same basic skills. To find the same variance used the F test: $H_0: s_1^2 = s_2^2$ both of population have the same variance. $H_a: s_1^2 \neq s_2^2$ both of population have the different variance. (Sudjana, 2005:250).

3. T- Test

Once the data was obtained, the data in the statistical analysis using the t test (independent sampel) with a significance level of 5%.Applicable testing criteria are: H_0 accepted if t_t higher than t_0 and H_a accepted if t_0 higher than t_t . To taken the all of data, the researcher used the micosoft excel . Because, make it easier to found the results calculated data. The formula of independent t tes is:

FINDINGS AND DISCUSSION

A. Description of the Data

This chapter focus disscus about result of research that do researcher. To know influence of SQ3R technique toward students reading comprehension at SMPN 02 Pagarantapah Darussalam focus in clas VII at subject descriptive text, so researcher analyzing the data used descriptive kuantitatif. This research used quasi experiment use control class and experiment class.This model is marked with giving of pretest in the early study later then treatment in certain meter by using SQ3R Technique after learning students do post-test.

The first of proces collecting the data is with giving of pre test. Pre test used to know cognate ability of student at subject descriptive text in the early study before given treatment and after given treatment. After given pre-test researcher given treatment in experiment class and control class no treatment. After given treatment researcher given post test to know result comperhansion of the student in descriptive subject.

The researcher got the data from the pre-test and post-test. The pre-test scores were obtained before giving the treatment to both experimental and control class . while the post-test scores were obtained after giving the treatment to both the experimental class.

1. Student Learning Outcomes pre test and post test In Experimental Class

The initial activity of learning using SQ3R technique in the experimental class began to prepare

learning, as usual, the teacher did apersepsi and pre- test by creating a discourse arguments individually to students. Teacher given descriptive text to the students. After students receive the text the teacher guides the students so that the students can identify the text. After that students given question to the teacher about the text and the teacher explain to the students. After applied the treatment in experiment class the teacher given post-test. Post-test be given to students to know comprehension and understanding the students after do the treatment.

After do the pre test researcher get results the high score is 74 and low score is 22. As for the results of the post test result obtained after treatment the high score is 88 and low score is 70. With the statistical calculation result mean of pre test is 43 and Standart deviasi is 9,54 and for mean of post test 78 and standart deviasi post test 4,82.

Frequency Score pre test Eksperiment class

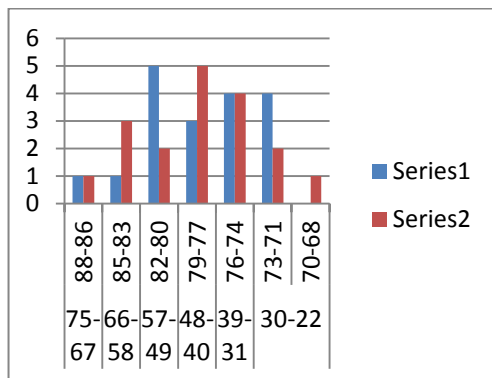
No	Interval pre test	Frequency	frequency
		Absolutly	Relative (%)
1	75-67	1	5.5 %
2	66-58	1	5.5 %
3	57-49	5	27.7 %
4	48-40	3	16.6 %
5	39-31	4	22.2 %
6	30-22	4	22.2 %
Σ		18	
Mean		43	
Standart Deviasi		9,54	

Based on the tabel above, it could be seen that the result pre test of students' reading descriptive text. One student was in range 75-67. Four students was in range 30-22. Mostly, the students were in range 57-49 . the mean score of the pre test students reading comprehension was 43.

Frequency Score Post Test Eksperiment class

No	Interval Score	Frekuensi	Frequency
		Absolutly	Relative
1	88-86	1	5,55 %
2	85-83	3	16,66 %
3	82-80	2	11,11 %
4	79-77	5	27,77 %
5	76-74	4	22,22 %
6	73-71	2	11,11 %
7	70-68	1	5,55 %
Σ		18	
Mean		78	
Standart Deviasi		4.82	

Based on the tabel above, it could be seen that the result pre test of students' reading descriptive text. One student was in range 88-86. One student was in range 70-68. Mostly, the students were in range 79-77. the mean score of the pre test students reading comprehension was 78.



Based on the graphic above, the graphic talk about result of pre-test and post-test in experiment class. The high score pre-test in experiment class is 74 and after treatment was 88. The low score in experiment class pre-test was 22 and after treatment was 70.

2. Student Learning Outcomes pre test and post test In Control Class.

The control group was given treatment group of the application of learning methods discussion as regular learning by teachers. The control group in this study in SMPN 2 Pagarantapah Darussalam. Amount students in the control group was as many as 19 students. In control class method that used is earning method used by the teacher in SMPN 2 Pagarantapah Darussalam.

After carrying out a pretest, the teacher started activities learning. Learning activities begins with giving apersepsi to students. It aims to connect material with contextual matters encountered students in activities daily. After the pause time, the activities continued with the posttest to students. The posttest aims to determine the level of students' reading comprehension after working with the program by the method of discussion. Two students carrying permit limiting the number of students who take the posttest as many as 19 students. Distribusi frequency value posttest control group are presented in the following table.

After do the pre test researcher get results the high score is 54 and low score is 42. As for the results of the post test result obtained the high score is 74 and low score is 52. With the statistical calculation result mean of pre test is 49,6 and Standart deviasi is 4,08 and for mean of post test 60,5 and standart deviasi post test 6,53.

Frequency Score Pre Test Control Class

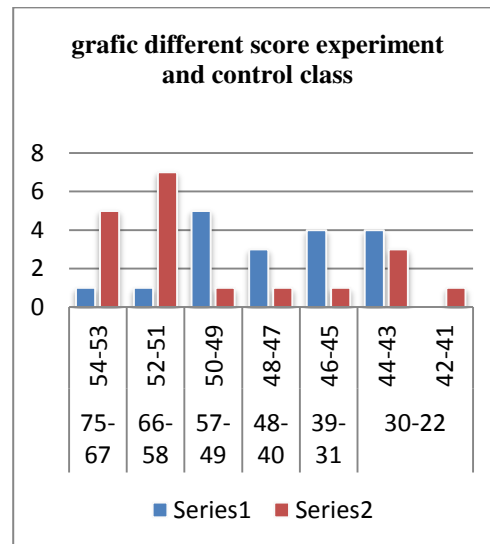
No	interval score	Frequensi	Frequency
		Absolutly	Relative
1	54-53	5	26,31 %
2	52-51	7	36,84 %
3	50-49	1	5,26 %
4	48-47	1	5,26 %
5	46-45	1	5,26 %
6	44-43	3	15,78 %
7	42-41	1	5,26 %
Σ		19	
Mean		49,6	
Standart Deviasi		4,08	

Based on the tabel above, it could be seen that the result pre test of students' reading comprehension on descriptive text. 5 student was in range 54-53. 1 students was in range 42-41. Mostly, the students were in range 52-51. The mean score of the pre test students reading comprehension was 49,6.

Frequency Score Post Test Control Class

No	interval score	Frequensi	Frequency
		Absolutly	Relative
1	74-71	3	15,7 %
2	70-67	0	0 %
3	66-63	3	15,7 %
4	62-59	4	21,0 %
5	58-55	6	31,5 %
6	54-51	3	15,7 %
Σ		19	
Mean		60,5	
Standart Deviasi		6,53	

Based on the tabel about score post test in control class getting result the high score was 74 and the low score was 54. Standart deviasi of the post test students reading comprehension was 6.53. Mostly, the students were in range 58-55. the mean score of the post test students reading comprehension was 60.5.



Based on the grafic above, the grafic talk about differences score in experiment and control class. The colour blue discribe to score in experiment class. The colour red discribe to score in control class. In experiment class students got range score 57-49 was 5 students. In control class students got range score 52-51 was 7 students.

B. Analyzing of the Data

1. Normality Data of Experimental class and Control class (pre-test)

Normality test aimed to see whether the data were normal distributed or not. To know the data

normal or not, the researcher used the lilliefors test. Normality test performed on each of the data. Namely, the data of student learning outcomes before treatments on experiment classes and control classes were analyzed with microsoft excel for windows. Rules were used to determine whether or not the normal distribution of data is if $\alpha > 0.05$ then the normal distribution or not the distribution of the data is if $\alpha < 0.05$, the distribution is not normal. Based on the data calculations performed with microsoft excel test the data obtained results depicted in Table.

Normality Test Liliefors before Treatment

	Teaching				Conclusion
		N	L	L tabel	
Pre test	Experiment Class	18	0,175	0,206	Normal
	Control Class	19	0,144	0,20	Normal

Based on the table 6 above, the values was significance value on microsoft excel learning outcomes data before treatments in class experimental values obtained $L = 0,175$ and the data before the study results gained control conventional in class $L = 0,144$ was greater than 0.05 . Remarks that could be taken that the data were normal distributed and decent analyzed using t-test.

2. Normality Data of Experimental Class and Control Class (Post-test)

Normality test data on posttest analysis also aims to determine whether the data is normal distributed. The following is the output of aid microsoft excel contained in Table 9.

Normality Test Liliefors after Treatment

	Teaching				Conclusion
		N	L	L tabel	
Post test	Experiment Class	18	0.118	0.206	Normal
	Control Class	19	0.153	0.2	Normal

According to the table 9 significance value on learning outcomes data after experimental treatments in the class obtained $L_{max} = 0.118$ and the data results after existing teaching classroom learning gained control of the $L_{max} = 0.153$ greater than 0.05 alpha ($\alpha > 0.05$). Remarks that could be taken that the data were normal distributed and decent analyzed using t-test.

3. Homogeneity Data of Experimental class and Control Class (Pre-test)

While the homogeneity test was conducted in order to show that two or more groups of data samples came from populations that had the same variance. Interpretation was done by selecting one of the statistics,

which were based on a statistical average (based on mean). The hypothesis tested were:

Ho : Variance in each group were similar (homogeneous).

Ha : Variance in each group were not the same (not homogeneous).

Homogeneity met if the test results are not significant to a level of F tabel (α) given (in this case $\alpha = 0.05$). Conversely , if the test results are not significant then filled with the same homogeneity test for normality. In column F tabel, There were numbers that indicate the significance level obtained. To establish homogeneity used the following guidelines:

1. If the F tabel obtained $< \alpha$, then the variance of each sample is the same (homogeneous).
2. If the significance of the obtained $> \alpha$, then the variance of each sample is not the same (not homogeneous).

Based on the data obtained by the calculation results of the analysis as follows:

Homogeneity test before treatment

Test of Level	A	F hitung	F tabel	Hypothesis	Conclusion
Based on mean	0.05	0.21	2,23	H_0 accepted	Homogenous

Based on the calculations in the table test of homogeneity of variance turns out tests with statistical significance based on the F tabel obtained $0,21$ far exceeds 0.05 . Thus the research data above was homogeneous, which means the study sample had the same variance.

4. Homogeneity Data of Experimental Class and Control Class (Post-Test)

Homogeneity test was also performed in order to show that two or more groups of data samples come from populations that had the same variance. Here were the results of the analysis are contained in Table 9:

Homogeneity test after Treatment

Test of Level	A	F hitung	F tabel	Hypothesis	Conclusion
Based on mean	0.05	1,78	2,23	H_0 accepted	Homogenous

Based on the calculations homogeneity test of variance turns out test with statistical significance based on the mean obtained 1.78 , far exceeding 0.05 . Thus the research data above was homogeneous, which means the study sample had the same variance.

5. Hypothesis Testing

H_a : There is a significant effect of students' reading comprehension between class control and experiment of the grade seventh students of SMPN 2 Pagarantapah Darussalamby using SQ3R technique.

H_0 : There is no a significat effect of students' reading comprehension between class control and experiment of the grade seventh students of SMPN 2 Pagarantapah Darussalamby using SQ3R technique

Based on the results of independent samples test showing t test for two class seen that T tabel calculated for learning before treatments with t test was 7.066 with 2,1009 probability greater than 0.05. It could be concluded that the population were identical or homogeneous. Therefore t test results the two class then be used as guidelines for further analysis were the numbers that were on tabel .

T-Test
Independent Samples Test

		t-test for Equality of Means		
		t	Df	Sig. (2-tailed)
Nilai	Equal variances assumed	7.066	35	.000
	Equal variances not assumed	6.942	23.842	.000

According to the table above, the result in equal variance assumed t-test = 7.066 and Df= 35. While the result in equal variance not assumet t-test = 6.942 and Df = 23.842. then, if value to t-test = 7.066 compere with t-tabel = 2.1009 by Df = 35. It means that t-test 6.942 > t-tabel 2.1009. futhermore, sig. 0.000 < alpha 0.05. So, this results was inferential that H_a accepted and H_0 rejected, because t-test bigger than t-table. If t-test smaller than t-table H_0 accepted and H_a rejected.in short, SQ3R technique had effect on students reading comprehension.

Improvment score between control and experiment class

Variance	Control Class	Experiment Class	Improvment
Mean	60,5	78	17,5

Based on the tabel above, the tabel talk about the improvment score between control and experiment class. In the experiment class students score mean was 78. The control class students score mean was 60,5. The improvment score the students mean is 17,5. So, in experiment class students can understanding about the topic after give treatment using SQ3R technique.

Discussion

Based on the results of the study showed that the mean of students learning in descriptive text by using

SQ3R technique was higher than the mean of existing learning. Where the mean score of experimental and control classes in a row was 78.11 and 60.73. This indicates that the application of learning technique in using SQ3R technique in reading descriptive text to differences of existing learning in students outcomes in reading descriptive text, experimental class was higher than the control class.

The result of the research was, H_a accepted because t_t smaller than t_0 ($2.1009 < 7.066$), so there was a significant difference in post test of using SQ3R technique and existing teaching in descriptive t text.

Finding is related to Sugiyono said that if there was significant difference between the experimental group and control group, the treatment accorded significant influence. Significant differences in the experimental class due in class during the observation, the teacher had done well SQ3R technique in accordance with the learning steps that had been sets. So that students were better able to understand how to write a good narrative text.

SQ3R technique very influence in learning reading in SMPN 2 Pagarantapah Darussalam. This technique can be referency to english teacher in learning reading. Kurniasih said the advantages of SQ3R technique survey, questionand time by doing the survey, it will increase the students motivation in reading and help students to understand about all material contained in the reading assignment and frame work into which fact contained in the selectioncan be organizedas the students progress by through the reading. By doing question from the contexs, it help to increase students interest about the reading it self deeply. Students play an important rock in teaching procces and use of time was efficient.

Huber (2004) argues that SQ3R is simply a variety of strategies placed together in the hope of gaining a comprehensive effect. She questions whether SQ3R has any positive effect on students and their comprehension of expository texts. Huber further states SQ3R is not comprehensive enough and that it does not address students' lack of prior knowledge and experiences with the ideas...the main reason students struggle with expository texts.

Mitchell (1990) says that mathematics curriculum would be extended beyond students' use of formulas to focusing on realistic applications of mathematics in everyday life. Poor achievement which is the worry of this study therefore moves the researcher to look at whether this could be achieved through the use of SQ3R.

CONCLUSION AND SUGGESTION

A. Conclusion

In this research the researcher showed some facts that gotten based on the data and at analysis the previous chapter. It could be concluded as follows:

The result in this research is a significant. Mean score in pre-test control was 49,6. Mean score in post-test control class was 60,5. So the value of improvemet in contror class 10,9. In experiment class mean score of pre-test the students was 43. Mean score of post-test experiment class was 78. So, the value of improvment students was 17, 5. This finding the support with the score t test was 7.066. The score of t test more then bigger from t tabel.

There is any significant effect of students reading comprehension between class control and experiment of the grade seventh students of SMPN 2 Pagarantapah Darussalam by using SQ3R Technique . The students can understand about the topic after the researcher give treatment using SQ3R technique. The students can answer the question about main idea, topic sentences, reference and inferences. The score improvement students was 17,5.

B. Suggestion

After presented the research findings, the researcher gavesome suggestions to the individual who those more concerned about teaching English to the students in education domain, particularly the English teacher at junior high school level as in the following:

- a. The teachers are expected to pay more attention in teaching reading.
- b. The teachers are expected to able to create a good relation between teacher to student and student to student.
- c. Teacher applying SQ3R technique to learning english.
- d. In applying SQ3R technique the teacher expected to have to be more creative students to be having more interested.

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