



**THE EFFECT OF TEACHING READING USING SQ3R STRATEGY  
ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION  
ACHIEVEMENT AT SMPN 2 ARJASA SITUBONDO**

**THESIS**

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LANGUAGE AND ARTS DEPARTMENT  
TEACHERS TRAINING AND EDUCATION FACULTY  
JEMBER UNIVERSITY  
2015**



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**THESIS**

Presented as One of the Requirements to Obtain the S-1 Degree  
at the English Education Program, Language and Arts Education Department,  
Faculty of Teacher Training and Education,  
Jember University

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**2015**

## STATEMENT OF THESIS AUTHENTICITY

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**DEDICATION**

*This thesis is honorably dedicated to:*

- 1. My beloved parents, H. Fathor Rosi, S.Pd.I and Hj. Anik Musyrifah, thank you for your boundless love, support, prayer, and sacrifice.*
- 2. My sister, Ayyun Kana Shofiya, thank you for your support and your prayers that make me stronger.*

**MOTTO**

*“Don’t ever stop reading”*

(The writer)



**CONSULTANT APPROVAL**

**THE EFFECT OF TEACHING READING USING SQ3R STRATEGY  
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## ACKNOWLEDGEMENT

I praise to Allah SWT, the Almighty, for giving me blessing and mercy, so I can finish this research successfully.

I would like to render my gratitude to the Dean of Teacher Training and Education, The Chairperson of The Language and Arts Education Department and The Chairperson of The English Education Study Program, without whom this research would have been a distant reality. My acknowledgement of gratitude is also intended to my advisor I, Eka Wahjuningsih, S.Pd., M.Pd. who has patiently taught and guided me during my research. She also gives me worthy comments and feedback, both the language and the substance; hence, I can make the transcript sound English. When I lack of confidence, she motivated me with her advice. In addition, Dra. Wiwiek Istianah, M.Kes, M.Ed. App. Ling., my advisor II, who made consistently, corrected my grammar. Her encouragement and her hard questions, makes me more careful in writing. To both my advisors who have provided hours reading the proposal, I owe you too much, may Allah give you endless blessings.

Finally, I owe many thanks to people who had helped and supported me during the process of accomplishment of this research. They included of the English teacher, the administration staffs, and the eighth grade students of SMPN 2 Arjasa Situbondo. May Allah bless you all forever.

Jember, August 2015

Writer



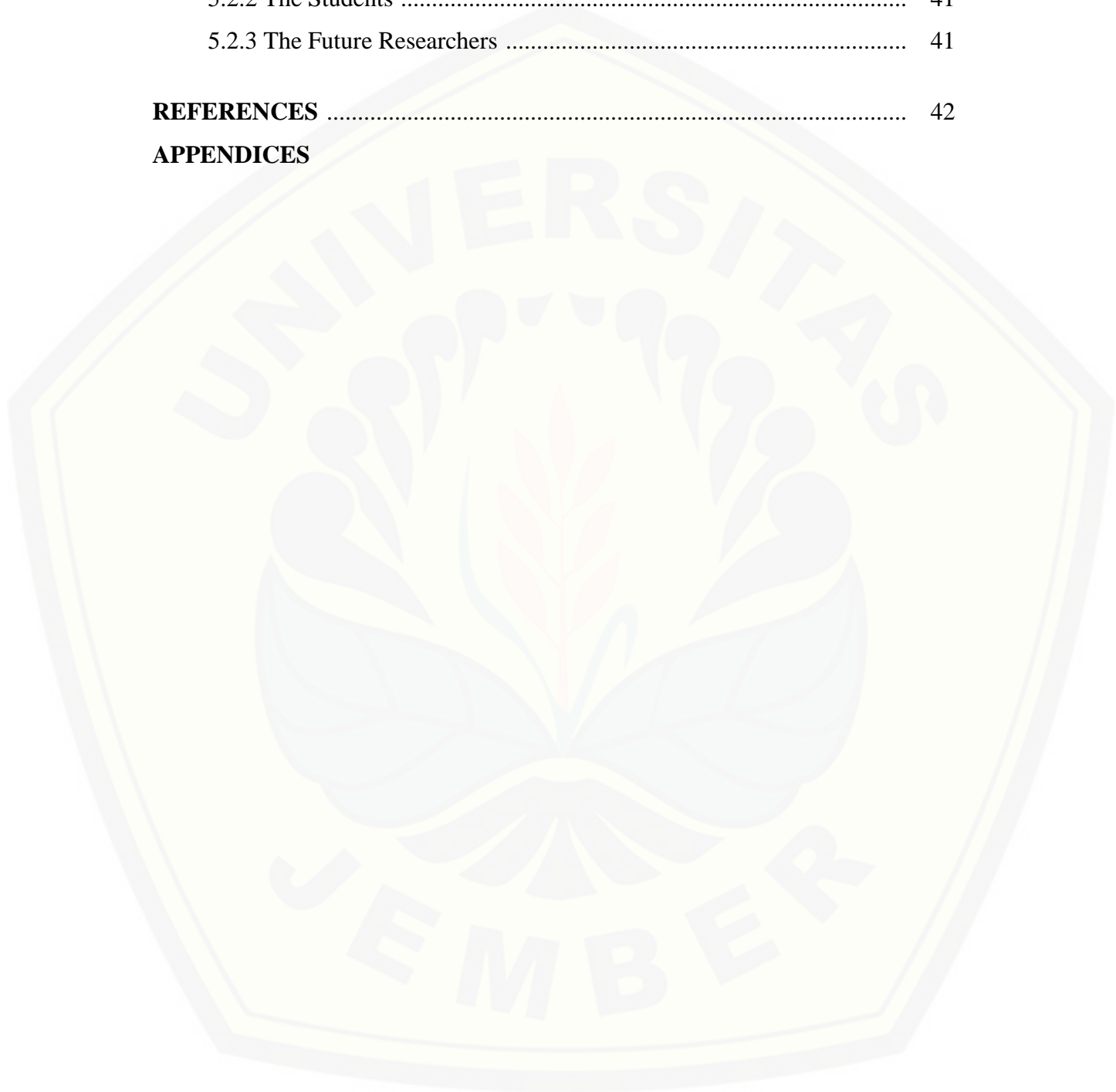
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## SUMMARY

**The Effect of Teaching Reading Using SQ3R Strategy on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 2 Arjasa Situbondo;** M. Nur Faqih Farisi, 090210401111; 2015. English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

Reading is one of the language skills that is very important in foreign language learning. In order to teach students to read the reading text, there is a need for the English teacher to select the appropriate strategy which helps the students easier in comprehending the English texts. One of the ways that can be used by the teacher in teaching reading comprehension is SQ3R strategy. The SQ3R strategy is a five-process for effective academic reading to help the students in comprehending the texts. This strategy can help the students easier to comprehend the topic and information in reading the English texts. The researcher used SQ3R as strategy of teaching and learning process, especially in teaching reading comprehension and this strategy worked well for the students in this research.

This research was an experimental research. The purpose of this research was to know whether or not there was an effect of using SQ3R strategy on the eighth grade students' reading comprehension achievement at SMPN 2 Arjasa Situbondo.

The area of this research was SMPN 2 Arjasa Situbondo. The school was chosen because the English teacher had never applied SQ3R strategy in English teaching learning activity with the form of recount text, especially in teaching reading comprehension. There was also no previous researchers had been conducted in this school related to the use of SQ3R strategy in teaching reading comprehension.

The respondents of this research were VIII A as the experimental group and VIII B as the control group for each group 3 times in teaching activities (meeting 1, meeting 2, and test). Those classes were chosen by cluster random sampling by lottery. The experimental group consisted of 25 students who were taught by using

SQ3R strategy in reading comprehension. The control group consisted of 26 students who were taught by using Question-Answer that was usually used by the English teacher in reading comprehension.

The primary data of this research were collected from students' scores of reading comprehension test (post test). The primary data was analyzed statistically by using t-test formula. The result of the data analysis in this research proved that using SQ3R Strategy significantly affected the students' reading comprehension achievement at SMP Negeri 2 Arjasa Situbondo. It could be seen from the result of t-test analysis on the students' scores of reading comprehension achievement test scores that statistically the value of the t-test was higher than the value of t-table with significant level of 5% ( $2.77 > 2.01$ ). It indicated that the result of t-test analysis was significant. From the post test scores, it could be seen that the experimental group who was taught reading comprehension by using SQ3R Strategy there was an effect compared to the achievement of the control group who was taught reading comprehension by using Question-Answer Strategy.

In conclusion, using SQ3R strategy is one of the effective strategy that has a significant effect on reading comprehension achievement for the students. Based on the result of the research, it is recommended to use the SQ3R strategy as an alternative strategy of teaching English especially reading comprehension to make the students to become more effective readers.

## CHAPTER 1. INTRODUCTION

This chapter presents some aspects that underpin the topic of the research. It includes the background of the research, the problems of the research, the objectives of the research, and the significance of the research. The points are presented respectively below.

### 1.1 Background of the research

Today, English has increasingly become a global language because the number of speakers learning English as foreign language is growing rapidly (Barber, et al 2009:243). It means that it is very important to be learnt because it is used by many people in the world for communication widely. English as international language is learnt by some countries such as Indonesia. In Indonesia, English is learnt as a foreign language and it has been learnt by many students from elementary schools up to university level. Moreover, the government of Indonesia has put English as a compulsory subject for the students of both junior high school and senior high school.

Based on the 2006 Institutional-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP 2006:2) for junior high school, there are four skills of English that have been taught in Indonesia, namely listening, speaking, reading, and writing. Those four skills should be taught in order to enable the students to use English language well. Besides those skills, the students should be taught the language components too such as vocabulary, grammar, and pronunciation which are integrated with the language skills.

As mentioned above, one of the important skills that should be taught to the students in English language learning is reading. According to Grellet (1996:7), reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. In addition, it is further stated that understanding a written text means extracting the required information from it as efficiently as possible. It means that the students should comprehend the reading text so that they get the information from the text they have read. If they

can get information and can find a meaning from the text, it means that their reading comprehension is good. This idea is supported by Hennings (1997:245) who states that comprehension means interacting and constructing meaning to the text. Reading comprehension in this research deals with the students' ability in comprehending the word, sentence, paragraph, and whole text of the English reading text. The text in this research is recount text.

In comprehending the English reading text especially recount text, sometimes, many students get difficulties. Crawley (2000:40) has noted that some students do not comprehend the material they read. It means that the students can only read the texts but they cannot get the information and message from the passage well. In other words, although the students are reading the text but they do not understand about the text. In this case, the English teacher should try to use a new way in teaching reading comprehension in order to give the students an appropriate way in comprehending the text.

One of the ways that can be used by a teacher in teaching reading comprehension is SQ3R strategy which was developed by Francis P. Robinson in 1961. SQ3R stands for Survey, Question, Read, Recite, and Review. It is all about looking at the outline of the text, preparing for some questions, preparing for reading a text to find the answers, remembering about the text and then reviewing. The SQ3R strategy is a way to read academic material such as textbooks, articles, texts, research studies or manual that can increase readers' comprehension of what they are reading and improve their ability to recall it (Fraser L, 1996:1). In addition, SQ3R is a comprehension strategy that helps students think about the text they are reading while they're reading (Ann B, and Friedman, T. 2015:1). This statement clearly states that SQ3R strategy is an effective way to increase students' reading comprehension. Thus, it can be used by the English teacher to help the students comprehend the reading text well.

The SQ3R strategy has never been used at SMPN 2 Arjasa Situbondo. The fact was revealed from the results of interview between the researcher and the English teacher of the eighth grade level in SMPN 2 Arjasa Situbondo which was done on March 09, 2015. The English teacher informed that SQ3R strategy has never been applied in teaching learning process and she only taught her students



by using Question-Answer method such as giving a text to the students and asking them to read it then doing the exercises and sometimes she asked them to read it aloud, before assigning the tasks. In addition, the students only read the text without complete understanding because each student has different ability in comprehending the text. As a result, only a few students who were able to understand the text they read. In this case, the teacher has an important role to make her students have comprehension skill well by using a new way in teaching reading process. It is the main reason why SQ3R strategy is proposed as one of effective strategies in teaching reading that can be applied by the English teacher.

The effectiveness of SQ3R strategy had been documented in many studies. The research done by Rohmanu (2012) entitled “The Effect of Using SQ3R Strategy on Reading Comprehension Achievement of the Grade XI Students at SMA Negeri 2 Tanggul” and by Khairida (2010) entitled “The Effect of SQ3R Method on the Eleventh Grade Students’ Ability in Reading Comprehension at MAS. Khusnul Khotimah Tg. Tiram”, proved that the students who were taught by using SQ3R strategy got better reading achievement than the students who were taught without using SQ3R strategy. All of them showed that there was a significant effect about 9 % more effective in teaching reading using SQ3R on students’ reading score achievement after using this strategy.

Another research was conducted by Sekaringtyas (2005) entitled “Improving the Second Year Students’ Reading Comprehension Achievement of Class II-A by Using SQ3R strategy at SMUN 5 Jember in the 2004/2005 Academic Year” and Khasanah (2011) entitled “Improving Reading Comprehension of the Eleventh Grade Students of MA AL-Anwar Sumenep Through SQ3R Strategy”. These studies also found out that the use of SQ3R strategy was able to help the students improve their reading comprehension in teaching learning process. It was shown that the number of students who obtained the target score increased after using SQ3R strategy in reading comprehension from 65.25% in cycle 1 to 78.5% in cycle after in Sekaringtyas research.

Related to all of research findings above, this research not only has some similarities but also differences with those researchers in many ways. The similarity between Rohmanu and Khairida’s researches and this present are the

research design which employed experimental research design. In addition, another similarity between Rohmanu, Sekaringtyas, Khairida, and Khasanah's researches and this present research is that they have similar independent variable that is using SQ3R strategy in teaching reading comprehension and also the same dependent variable which is focusing on reading comprehension achievement.

Despite the similar use of SQ3R strategy, there are differences between the previous relevant research and this present study. Sekaringtyas and Khasanah had applied a classroom action research but this study used experimental design. In addition, the difference between Rohmanu and Khairida's researches and this present research is about the research indicator. Their indicators are literal reading comprehension and inferential reading comprehension, whereas the present research uses indicators such as comprehending words, sentences, paragraphs, and the whole text of English reading text. In addition, the sample in this research is focused on the eighth grade students of Junior High School of SMP N 9 Jember, while Rohmanu and Sekaringtyas's researches used senior high school students as their research samples. Both researches indicated that using SQ3R strategy in teaching reading comprehension was useful to help students' reading comprehension achievement and also improving students' reading achievement.

Considering the rationale above, the research entitled "The Effect of Teaching Reading Using SQ3R Strategy on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 2 Arjasa Situbondo" was conducted to investigate whether there was an effect or not in teaching reading comprehension.

## **1.2 Problem of the Research**

Based on the background above, the problem of this research is “Is there a significant effect of teaching reading using SQ3R strategy on the eighth grade students’ reading comprehension achievement at SMPN 2 Arjasa Situbondo in 2014/2015 academic year?”

## **1.3 Objective of the Research**

The objective of this research is to investigate whether or not there is a significant effect of teaching reading using SQ3R strategy on the eighth grade students’ reading comprehension achievement at SMPN 2 Arjasa Situbondo in 2014/2015 academic year.

## **1.4 Significance of the Research**

The significance of this research are expected to occur for the following people:

### **1.4.1 The English Teacher**

For the English teacher, the result of the effectiveness of teaching reading using SQ3R strategy is expected to be useful as an input or information to apply this strategy in teaching learning process to help the students read the text in good way.

### **1.4.2 The Students**

The researcher hopes that the students get new experience in reading as activities and they will be interested in learning reading comprehension skill using the SQ3R strategy.

### **1.4.3 Future Researchers**

The result of the present study is expected to as information when they will conduct new research with a similar or different research design by applying SQ3R strategy in different level of students at different schools.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter highlights the review of the main theory underpinned the research topic including some aspects dealing with the related theory. They are reading comprehension and reading comprehension achievement, the aspects of reading comprehension, recount text, SQ3R strategy, the procedures of using SQ3R strategy in teaching reading, the advantages of SQ3R method, and the research hypothesis. In the following section each of the point is described in detail.

### 2.1 Reading Comprehension and Reading Comprehension Achievement

Reading is as process in understanding the meaning of the text. It is supported by Grellet (1996:7) who states that reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. In addition, reading is as accessing meaning through printed words. It means that the purpose of reading is to understand the text (Oakhill, 1999:109).

Bos and Vaughn (1991:144) state that comprehension means constructing meaning by integrating the information provided by the author with the reader's background knowledge. It means that the readers can get information and can create a meaning from the text in reading comprehension. Thus, reading comprehension is making meaning process to get important information from the text as efficiently as possible. It is confirmed by Grellet (1996:3) who states that reading comprehension is a process in understanding a written text, which means extracting the required information from it as efficiently as possible. Finally, from the two opinions it can be concluded that reading comprehension means a process of making meaning from the printed words by integrating the information from the text with the reader's previous knowledge as efficiency as possible.

Related to achievement, Hughes (2003:12) defines that achievement is related to test that is done to discover how successful students have been in achieving the objective of a course. Therefore, it is clear that reading comprehension achievement deals with the levels of students' ability in understanding a text in the form of test

score. Reading comprehension achievement in this research is used to measure the students' comprehension in following teaching learning activity which is focused on the eighth grade students' scores of reading comprehension test. The students' test scores here deals with the levels of students' ability in comprehending word, comprehending sentence, comprehending paragraph, and comprehending the whole text of the recount text given. The text used in this research is recount text because it is one of the compulsory texts that should be taught to the eighth grade students' level, especially in the second semester (Depdiknas, 2006:278).

## **2.2 The Aspects of Reading Comprehension**

The following section will focus on the four aspects of reading comprehension, namely word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

### **2.2.1 Word Comprehension**

Word comprehension is the basic step that students must do in reading comprehension. By comprehending the meaning of the words, the students will easily guess what will happen later in the text and certainly they get the idea or information from the text that they have read. Grellet (1996:7) states that from the very beginning, the students should be taught to use what they know to understand unknown elements, whether they are ideas or simple words. It means that comprehending words can help the students to understand or comprehend the content of a whole text because every word must have relationship in meaning with the others. However, sometimes, the students have difficulty to get the idea or information from the text because they do not know the meaning of the word (unknown word). In this case, the students have to look at the dictionary to understand or comprehend the meaning of the unknown word. The examples are chair and head. Chair has two meanings and so does head, namely "ketua" or "kursi" and "ketua" or "kepala". So, the students will be able to choose the appropriate meaning.

### 2.2.2 Sentence Comprehension

Besides knowing the meaning of words as the basic unit which is important in comprehending the reading text, knowing the meaning of sentence is also important. A sentence holds an important role in delivering the meaning of the text to get idea of the text. According to Wood (1991:151), sentence as the smallest unit in the material that someone reads that expresses a complete idea. Further, she divides a sentence into three types, as follows:

1. A simple sentence expresses one complete thought and contains one subject and predicate. The example is “I am sleeping”. The subject is “I” and predicate is “am sleeping”.
2. A compound sentence contains two or more subjects and predicates since they are made up of two or more simple sentences. The example is “I am sleeping and Andi is reading a book”. The subjects are “I” and “Andi” and the predicates are “am sleeping and is reading”.
3. A complex sentence contains one dependent and one independent clause. The example is “I am sleeping when Andi goes home”. The subject is “I” and “Andi” and the predicate is “am sleeping and goes”.

The phrases may also contain a subject and a predicate, but they do not express a complete thought. Therefore, the phrase is not a sentence in its own.

According to McWhorter (1989:86-97), there are four ways in understanding a sentence. They are:

- a. Identifying key ideas

Every sentence expresses at least one key idea, or basic meaning. The key idea is made up of two parts, a subject and a predicate. There are two questions that must be considered to find out the key ideas in a sentence; (1) who or what the sentence is about or asking about the subject, (2) what is happening in the sentence or asking predicate in the sentence.

For example:

George studied for three hours last night

Who      What

Who studied for three hours last night?

What did George do for three hours last night?

b. Locating details

After identifying the key idea, the next step in understanding a sentence is to see how the details affect its meaning. It is important to recognize the details in a sentence, because most details can add or change the meaning of the key idea. *What, where, which, when, why, or how* notifies how details change or adds the meaning of the key idea.

For example:

George watched horror movie at the cinema last night.

What

Where

When

In the sentence above, if the words of what, where, or when is changed with the other words, so it will change the meaning too.

c. Combining ideas into a sentence

A sentence always expresses one idea. However, some sentences may express more than one idea. Two or more complete ideas can be combined into one sentence by using *semicolon* or *comma* and connecting word such as *and, but, or, nor, so, for, yet*.

For examples:

Play Station is entertainment, it is also educational. (Ideas)

Play Station is entertainment, and it is also educational. (Combined ideas)

d. Reading complicated sentence

Sometimes, we find long and complicated sentences in a paragraph. It is because some facts are added to support the key idea. McWhorter explains three types of complicated sentences. First, reserved order events. In this case, some sentences present the ideas in chronological order.





pronoun refers to. Thus, the noun is “many frustrated minorities” and the pronoun is “they”.

### 2.2.3 Paragraph Comprehension

McWhorter (2001:40) defines a paragraph as a group of related sentences that develops one main thought about a single topic. In other words, a paragraph contains several related sentences that have a single main idea. Thus, in order to comprehend a paragraph, the readers need to comprehend the whole sentences in the paragraph.

Wingersky, et al (1999:31), divide paragraph into three parts. They are topic sentence, supporting details, and concluding sentence. Those three essential parts are basically important to help the readers to comprehend or get the idea about what a paragraph tells about. In this case, the readers are expected to understand what the paragraph is talking about. Therefore, they should be able to identify or decide whether it is a topic sentence, supporting details, or concluding sentence in a paragraph.

#### a. Identifying the topic sentence

Identifying topic sentence should be done in the first section in order to get the idea of the paragraph. The term used to identify this main idea is the topic sentence (Wingersky et.al, 1999:25). This shows that the main idea of the paragraph is usually stated in a topic sentence.

According to Hancock (in Simanjuntak, 1988:104), since the topic sentence which tells the main idea could be found anywhere in the paragraph, we should have a place to facilitate finding the topic sentence. It shows that the topic sentence can be placed in the beginning of the paragraph, in the middle of the paragraph, or in the last of the paragraph.

For example:

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited

some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

(taken from <http://www.englishdirection.com/2008/03/visiting-bali-recount-text.html>)

The topic sentence is “there were so many places to see in Bali that my friend decided to join the tours to see as much as possible”.

b. Identifying the supporting details

According to McWhorter (1989:113), supporting details are those facts and ideas that prove or explain the main idea of a paragraph. In addition, Wingersky et.al, 1999:34 state that supporting details are sentences that give a clear and convincing picture of the main idea being suggested by the topic sentence. From the two definitions, we can conclude that the purpose of supporting details is to support the main idea in a paragraph. In supporting details, the readers can get the explanation or examples of the main idea of the paragraph. Besides, the readers also get the additional information of the supporting details.

For example:

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

(Taken from <http://www.englishdirection.com/2008/03/visiting-bali-recount-text.html>)

The supporting detail is “he spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud”.

#### 2.2.4 Text Comprehension

In text comprehension, the students have to comprehend a text from the smallest part of the text. Wood (1991:125) states that one important end product of reading is to get a sense of the whole so that finally when the reader finishes reading a

text, he/she can look away from the text and answer the two questions: *What is it about?* and *What did the author say about?* Further, it is said that one way to accomplish this goal is to recognize and understand the parts first, the smallest units of meaning, and then to combine them to understand the whole. Finally, if the students can comprehend all paragraphs they will get the idea of the whole text and they also get the needed information from the text correctly.

For example:

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There, my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly. Besides his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quite satisfied.

(Taken from <http://www.englishdirection.com/2008/03/visiting-bali-recount-text.html>)

What did the writer's friend feel when he was in Bali?

The answer : He was quite satisfied.

### 2.3 Recount Text

English syllabus for Junior High School (Depdiknas, 2006:278) suggests that there are five written text types that the students should learn in junior high school: procedure, descriptive, recount, narrative, and report. Yet, this research focused on recount text for the students' achievement in learning reading because recount text is

taught to the eighth grade of Junior High School in this semester when the research was conducted.

Recount is used to retell events for the purpose of informing or entertaining. According to Goatly (2000:30), recount involves sequences of events to construct past experiences by retelling events in an order in which they occurred. In other words, a recount text is a text which tells us about experiences which include the sequences of events. The social function of this text is to share a story of what happened in the past. The text structure of a recount starts with an orientation. This part tells the readers about the main idea of the story being discussed in the text. The next part is the series of events. In this part, the story starts from the early stage up to the final stage. Finally, after all events are presented, the writer will wrap the story up with a re-orientation. In this part, the writer summarizes the story and tells his/her impression of the experience that what has been elaborated (Derewianka, 1990:15).

Here is the example of a recount text.

#### Going to the Beach

Last month my family and I went to the beach. We wanted to refresh our mind and enjoyed the fresh air. We went there early in the morning by car.

After parking our car, we walked along the beach barefooted. We felt the smoothness of the sand. The cold sea water touched our feet.

Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. We also saw some people were swimming.

After having meals, I was interested in doing the same thing. I made sand castles with my sister. Meanwhile, my brother collected some sea shells.

I was so happy and really enjoyed that day.

(Taken from BIMA : *Bimbingan Menuju Anak Cerdas*, Bahasa Inggris SMP Kelas VIII, 2006:35)

**Parts of the recount text above:**

**Orientation** : Last month my family and I went to the beach. We wanted to refresh our mind and enjoyed the fresh air. We went there early in the morning by car.

**Event 1** : After parking our car, we walked along the beach barefooted. We felt the smoothness of the sand. The cold sea water touched our feet.

**Event 2** : Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. We also saw some people were swimming.

**Event 3** : After having meals, I was interested in doing the same thing. I made sand castles with my sister. Meanwhile, my brother collected some sea shells.

**Reorientation**: I was so happy and really enjoyed that day.

**2.4 SQ3R Strategy (Survey, question, read, recite, and review)**

SQ3R strategy is a reading strategy developed by Robinson in 1961. It is a reading strategy containing five-steps that should be done in a sequence. SQ3R stands for survey, question, read, recite, and review. This strategy has been used widely in teaching reading. As stated by Williamson (2010:1), this strategy also becomes the basis from which other reading strategies are developed. The SQ3R strategy will be explained below.

**2.4.1 Survey**

Survey is the first step in SQ3R. Boss and Vaughn (1991:242) explain that survey is to read through the reading material quickly in order to learn what is to be studied. Besides, Wood (1991:168) states that survey is looked through the material before reading. In this step, students are asked to read the title, to observe the picture, the introductory, or any distinctive aspects to make them familiar with the text.

#### 2.4.2 Question

The second step is question. Hennings (1997:276) states that questioning is the second step in preparing students to read informational texts. In this step, the students are asked to look at the first heading in the chapter, turn it into a question, and ask questions to be answered in their reading.

#### 2.4.3 Read

The third step is reading. According to Wood (1996:168), the students are suggested to read the material in each section to answer the question. In this step, the students are asked to read their reading material to get information or passage of the text in order to get the answers of their questions that they have formulated in the previous step.

#### 2.4.4 Recite

The fourth step is recite. It is the step to remember the main points of reading text without reading the material. According to Wood (1996:169), when students finish reading a passage, they have to recite the main points of the passage. If they fail to recite, they are suggested to reread the passage, then try to find the main points that they failed to understand.

#### 2.4.5 Review

The last step is review. In this review, the students should spend approximately five minutes for reviewing the notes and try to recall the main points of the chapter after the completion of the steps of question, read, and recite for the final sub-topic of the chapter. According to Fairbairn and Winch (1996:22), in review, the students can review the whole process, including the difficulties of locating the information they need. Then, the students read each main heading and try to remember the supporting or helpful information.

From the explanation above, it can be concluded that SQ3R can be defined as a five-step process for academic teaching reading comprehension to help the students in understanding a text effectively. The steps are surveying the text in which the strength of this step is guessing the passage of the text that will be read, formulating the questions used to focus to the text, reading the text which is used to get the passage of the text, reciting the crucial information of the text which is used to get the answer of the formulated questions before and to remember main points by saying or writing what the readers have read in their own word, and reviewing the text by looking for the important idea in each section.

## **2.5 The Procedures of Teaching Reading by Using SQ3R**

In this quasi experimental research, the SQ3R strategy is used to know the effectiveness of using this strategy on reading comprehension achievement. As it is known that SQ3R strategy is a five-step process for effective academic reading which means that there are several steps in applying this method.

Holes (2007:1) suggests that there are many ways of interpreting and using the SQ3R method. The processes are described as follows:

1. 'Survey' refers to skimming the reading text quickly. Students look for items that catch their eyes – titles, headlines, photos, pictures, and graphs, bold-faced or italicized words. After that, students write down the first six items their eyes 'catch' upon. Just a word or short phrase is fine, as we want to keep this part short and sweet. In this research, the steps is used to get line/points of the text that will be read and remember students' prior knowledge about the topic in reading text so that students can relate what they read to what they already know about the text.
2. 'Question' is the part where students make predictions and pose questions about what they have surveyed. In doing this step, students are asked to create and write down three questions for each paragraph in complete sentences based on what they surveyed and the keys of questions (what, when, where, why, and how) to avoid the spending of time. Complete sentences require

students to think carefully about the basic information in reading text, and put it into a logical organized form.

3. "Read" part is the section to pay attention to everything on the page. It is important to find the answers to their questions. The students should have answered their posed questions in complete sentences.
4. 'Recite' refers to remember important points from our memory. This step can be done by putting the data from the reading into a new use. Students will create short free writing (notes) to discuss the implications of the reading, or its application, also create writing topics for students to respond.
5. 'Review' is the step of self-explanatory, as students review the material. This step can be done by rereading the document, by expanding students' note, or by discussing the material with a group students study. The strategy tends to be interactive so that students learn from each other. The primary goal of this step is to further develop and clarify interpretations of the text and to help students remember what they have individually created in their minds from the text.

Based on the procedures above, the researcher applied those processes of teaching reading in this research.

## **2.6 The Advantages of SQ3R Strategy**

SQ3R as a reading strategy has some advantages to increase the students' reading ability. According to Hennings (1997:276), the sequence of every step in SQ3R strategy is powerful because the surveying and questioning help the readers perceive the structure of a selection, which in turn facilitates comprehension by providing a framework for reading. Furthermore, SQ3R strategy provides a means through which readers monitor their comprehension. It means that reading a text by using an active strategy such as SQ3R strategy could help the readers to monitor or to measure how far their comprehension is on the reading text that they have read. Fairbairn and Winch (1996:26) state that by these stages in SQ3R strategy, the students will employ a variety of different strategy of reading:



organizational searching of contents, bibliographies, indexes, and chapter subheadings, skimming, scanning for the word, streaming search reading of the subsection on other criteria for the allocation of pupils to classes. In other words, through SQ3R strategy the students could develop other strategy of reading that could help them to increase their reading comprehension.

In relation to the advantages of using SQ3R strategy, Wood (1996:169-170) states that SQ3R strategy suggests the students to use what they already know to help the students understand new material. Accessing what the students know as they read allows the students to react, compare, add information, evaluate, interpret, and mentally interact with new ideas. In addition, it is stated that SQ3R strategy and all the other reading and study strategy that have followed it share a basic organization which includes: pre-reading strategies, reading strategies, and post-reading strategies. From the statements above, we can conclude that SQ3R strategy is a useful reading strategy that increases student's reading comprehension and activate the student's prior knowledge through the sequence of SQ3R strategy which includes *survey, question, read, recite, and review*.

## **2.7 The Disadvantages of SQ3R Strategy**

Besides the good things of SQ3R strategy, there was a disadvantage of this strategy relation to the effectiveness. According to Bos and Vaughn (1991:242), one of the major difficulties associated with the SQ3R strategy is the complexity of the process, particularly for students who are experiencing reading problem. It happens because there are many steps in SQ3R strategy.

Based on the situation above, the researcher tried to anticipate the disadvantages of SQ3R by mapping the time properly (appropriate time for lesson plan and clock in the class), giving clear guide of steps in SQ3R strategy to avoid misunderstanding among students, and asking the students who involved with the teaching learning process to be discipline in teaching reading comprehension by using

steps of SQ3R strategy.

## **2.8 The Teaching Learning Process by Using Question-Answer Strategy**

In control group, the researcher used the Question-Answer strategy that it used by the teacher of eighth grade at SMPN 2 Arjasa Situbondo. Questions-Answer is a strategy to be used after students have read the text. It teaches students how to decipher what types of questions they are being asked and where to find the answers to them (Ann B and Friedman T., 2015). The followings are the procedures and advantages and disadvantages of Question-Answer strategy.

### **2.8.1 The procedures of Question-Answer strategy**

The procedures of Question-Answer strategy are asking the students to read the text, asking the students to underline the difficult words and finding the meanings, showing how to find the information of the text to answer teacher's questions, and asking the students to make or ask questions about the content of text that they don't understand.

### **2.8.2 The advantages and disadvantage of the Questions-Answer strategy**

The advantages of the Questions-Answer strategy are: can help students ask effective questions as they read and respond to the text, can be used in all teaching situations, and helps in developing the power of expression of the students. Whereas, the disadvantages of this strategy are: it requires a lot of skills on the part of teacher to make a proper use of this strategy and it is time consuming (Nupur, 2012).

## **2.9 The Research Hypothesis**

Based on the review of related theory above, the hypothesis of this research is as follows: There is a significant effect of teaching reading using SQ3R strategy on the eighth grade students' reading comprehension achievement at SMPN 2 Arjasa Situbondo (the students taught by using SQ3R strategy have better scores in reading comprehension than those who are not taught by using SQ3R strategy).

## CHAPTER 3. RESEARCH METHOD

This chapter presented the explanation about research methods applied in this research. The research methods consist of research design, operational definition of the key terms, area determination method, respondent determination method, data collection method, and data analysis method. Those research methods are presented in the following sections respectively.

### 3.1 Research Design

The research design of this research was a quasi-experimental research with Post-test Only Control Group Design. This research also used quantitative analysis in analyzing. It emphasized on numbers, measurements, deductive logic, control, and experiments. Fraenkel and Wallen (2000:284) point out that the experimental group receives a treatment of some sort (such as a new textbook or different method of teaching), while the control group receives no such treatment, but they will be taught using conventional method. In this case, the researcher took two groups as the research samples. Since the population was homogeneous, two groups as the research sample were taken randomly. They were determined by cluster random sampling, and they were selected randomly to be experimental group and control group by lottery.

A special treatment of SQ3R Strategy was manipulated to the experimental group for a certain period of time whereas it was not given to the control group. The control group was taught by using question and answer strategy. The purpose of this research was to know whether or not there was a significant effect of using SQ3R Strategy on reading comprehension achievement in experimental group. The design of this research is described as follows:

Experimental group	R	X <sub>1</sub>	O <sub>1</sub>
Control group	R	X <sub>2</sub>	O <sub>2</sub>

Notes:

R = Random Assignment

X<sub>1</sub> = Treatment

X<sub>2</sub> = No Treatment

O<sub>1</sub> = Posttest of experimental group

O<sub>2</sub> = Posttest of control group

(Fraenkel and Wallen, 2000:290)

The procedures of this research were as follows:

1. Choosing the research population and giving a test to know the homogeneity of the classes.
2. Analyzing the test result by t-test formula to know the significance of mean difference of the existing classes. It was intended to know the homogeneity of the classes.
3. The result of homogeneity test was 0,377. It meant that the population was considered homogeneous. Then, choosing two classes as the research samples (as the experimental group and as the control group) randomly by lottery.
4. Choosing the recount text as the material. The topic of the material was chosen according to the syllabus at the school.
5. Administering a try-out of the teacher-made test to one of the other classes which was not included as the research sample, in order to establish the validity, reliability, to know the difficulty level of the test items and whether the instruction and the time allocation were appropriate.
6. Giving the experimental group a treatment (X<sub>1</sub>) that was teaching reading by using SQ3R and the control group without using SQ3R (X<sub>2</sub>) or it was taught by Question-Answer Method.

### 3.2 Operational Definition of the Key Terms

Operational definitions were intended to avoid misunderstanding of the concept that is being used in this research. The terms used in the title of the research that need to be operationally defined were as follows.

### 3.2.1 Reading Comprehension

Reading comprehension dealt with the ability of the students to comprehend the recount text entitled my holiday in Bali, my first experience in riding motorcycle, go to Bunaken island, and the cats. They have to comprehend words, sentences, paragraphs, and whole text of recount texts with the form of multiple choice tests.

### 3.2.2 Reading Comprehension Achievement

Reading comprehension achievement in this research referred to the scores of students' reading comprehension test obtained after the learning process was completed. The complete achievement of reading comprehension here dealt with the students' scores in post test consisted of comprehending words, sentences, paragraphs, and whole text of the texts reading in the form of recount with the total numbers of the test was 20 items. In addition, the correct score of the test was "5" and the wrong score of the test was "0".

### 3.2.3 SQ3R (Survey, Question, Read, Recite, and Review) Strategy

SQ3R stood for five steps in this study skill: Survey (scanning the title, the picture, the background of reading text quickly to become familiar with it), Questions (change each information into a question), Read (read to answer the questions), Recite (summarize the text in the students' own word, underline the important points, etc), and Review (after the above steps have been completed on the entire selection, review the main points of the notes by self-recitation and check to see whether the information is correct).

### 3.2.4 Recount text

The type of the text that was used in this research was recount text entitled my holiday in Bali, my first experience in riding motorcycle, go to Bunaken island, and the cats. A recount text was used to retell events for the purpose of informing or entertaining. The components of recount text were orientation, complication (s), and resolution (s). This genre was used in this research in using this SQ3R strategy because it was considered as one of texts that should be taught

to the eighth grade students by the teacher. The recount text in this research was taken from the teacher's English text book for the eighth grade and from the internet which was suitable and was based on the 2006 *Institutional Level Curriculum (Kurikulum Tingkat Satuan Pendidikan/ KTSP)* of junior high school.

### 3.2.5 Experimental Treatment

Experimental treatment here was a treatment given to the experimental group taught reading comprehension by using SQ3R strategy. The treatment was aimed at knowing the effect of SQ3R strategy when it is applied to the eighth grade students at SMPN 2 Arjasa Situbondo. The treatments were given two times to the experimental group which took 80 minutes in each meeting. On the other side, control group received no treatment means that they were taught reading by using Question-Answer Method which was also conducted two times which took 80 minutes in each meeting.

### 3.3 Area Determination Method

The research area of this research was determined by using purposive method. According to Arikunto (2002:117), purposive method is employed by the researcher to decide the area of the research because of certain purposes.

This research was conducted at SMPN 2 Arjasa Situbondo to the eighth grade level. The school was chosen purposively by the researcher for some reasons i.e.: (1) The Headmaster and the English teacher of SMPN 2 Arjasa Situbondo have given permission to conduct the research on the eighth grade students (for the seventh and ninth grade were not appropriate with the materials of curriculum for this research). (2) based on the results of the informal interview with the English teacher, it was known that SQ3R method as a method in teaching reading has never been used by English teacher in teaching learning process. (3) There is no previous research that has been conducted at this school related to the use of SQ3R method in teaching reading comprehension. (4) The English teacher of SMPN 2 Arjasa Situbondo helped the research choose the teaching materials.

### 3.4 Respondent Determination Method

The population of the research was the eighth grade students of SMPN 2 Arjasa Situbondo which consists of four classes with 25-26 students in each class. Therefore, cluster random sampling was used in this research because the population at SMPN 2 Arjasa Situbondo is about 100 persons. As stated by Bieger and Gerlach, (1996:98), cluster sampling involves choosing a sample from intact mutually exclusive groups, such as school classes.

Before taking two classes, a homogeneity test was administered to the population and the result was analyzed by using ANOVA formula. The result of homogeneity test was homogenous, the experimental group and the control group been determined by lottery.

### 3.5 Data Collection Method

The data of the research was divided into primary data, secondary data, and supporting data. The primary data deals with the students' scores of reading comprehension achievement that was taken from reading comprehension test. Meanwhile, documentation was used for collecting the secondary data. The source of documentation was taken from the documents from the school. The interviewee is the English teacher of the eighth grade level of SMPN 2 Arjasa Situbondo who was interviewed in the preliminary study to get the supporting data.

#### 3.5.1 Reading Comprehension Test

The reading test was used in this research as a research instrument for collecting the main data. The reading test applied in this research was post-test to both of the experimental and the control groups. The result of the test which is in the form of scores was used to measure the students' reading comprehension achievement in identifying word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. According to Arikunto (2002:127), test is a sequence of questions or exercises and other instruments used to measure the skill, knowledge, and attitude of individual or group.

Achievement test was used in this research. It was stated in *KTSP* (2006:151) for Junior High School that achievement test is to establish how

successful individual students or the courses themselves have been in achieving objectives. This test was given after the students learned things which were appropriate with the material in the test. The test focused on reading comprehension achievement and it was administered after the students in the experimental group was given the treatment in reading comprehension by using SQ3R strategy and the control group was taught with Question-Answer Method.

According to Hughes (2003:22) there are two kinds of test based on the method of scoring, there are objective test and subjective test. The objective test had higher reliability than the subjective test because the answers were exact so that the objective test would be applied in this test. The test consisted of two recount texts in the form of multiple choice tests that was divided into comprehending words, sentences, paragraphs, and whole text. The total number of the test items was 20. The allocated time to do the test was 60 minutes. Then, the score of the correct answer was 5 (five) points for each question and the score of wrong answer was 0 (zero) point.

A good test should have validity and reliability. In line with Hughes' statement, Fraenkel and Wallen (2000:128) stated that valid means if the test measures accurately what it is supposed to measure. Content validity is a test which measures the behavior for which it is intended (appropriate with the topic or subject). It was chosen in this research. The materials of reading test were constructed based on reading material suggested by 2006 Institutional-Based Curriculum for Junior High School to measure the validity. It was consulted to the English teacher to check whether or not the materials of the test were appropriate with the students' level of understanding. The test was said to be reliable if the test has consistency on the test result (score) although the test is administered in different time. The reliability of the test in this research was measured by administering a try out. The try out was tested to other group (not experimental group and control group). The procedures of the try out were done as follows:



1. Administering the tryout of the test for the students and giving scores for each item;
2. Dividing the scores into 2 parts according to odd-even numbers;
3. Giving sign (X) for the odd numbers and (Y) for the even numbers;
4. Analyzing the correlation between X and Y by using Product Moment

Correlation formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Notes:

$r_{xy}$  = Reliability coefficient

$N$  = the total number of participants

$\sum XY$  = the total number of odd and even numbers

$(\sum X)$  = the total number of odd items

$(\sum Y)$  = the total number of even items

(Adapted from Sudijono, 1996:219)

5. Estimating the reliability coefficient of the whole test items by using Spearman — Brown formula:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

(Adapted from Sudijono, 1996:216)

Notes:

$r_{11}$  = reliability coefficient for the whole test items

$r_{xy}$  = reliability coefficient for the half of the test items

According to Djiwandono (1996:154), the result of the reliability coefficient of the whole test items ( $r_{11}$ ) by using Spearman — Brown formula should be classified into five correlation degrees which have difference limitation in each correlation degree. Those are:

Very high	: 0.90 - 1.00
High	: 0.70 - 0.89
Sufficient	: 0.50 - 0.69
Low	: 0.30 - 0.49
Very low	: < 0.30

6. The result of the try out was analyzed by using the degree of the test item difficulties in order to know the level of difficulties. The formula is:

$$P = \frac{B}{JS} \quad (\text{Adapted from Sudijono, 1996:372})$$

Notes:

B : the number of participants who answer the questions correctly

JS : the total number of the participants

P : the difficulty index

The criteria of difficulty index is as follows:

0.00-0.30 = difficult

0.31-0.70 = sufficient

0.71-1.00 = easy

(Adapted from Sudijono, 1996:372)

### 3.5.2 Interview

There were two kinds of interview, namely structured interview and unstructured interview. Structured interview was used in this research to get the secondary data. According to Fraenkel and Wallen (2000:509), the structured interview consists of a series of questions designed to elicit the specific information on the part of participants. The interviewer asked the English teacher about the way how she teaches English based on the curriculum used, especially in teaching reading comprehension, the materials taught, and the methods which are usually used to teach reading, the English reading books that the teacher uses and the type of reading test.

### 3.5.3 Documentation

Documentation is used to get data from written papers, such as books, reports, and daily notes (Arikunto, 2002:135). In this research, documentation was used to get the secondary data about the students' record of the English reading comprehension achievement, the school, and facilities for teaching learning process at SMPN 2 Arjasa Situbondo.

### 3.6 Data Analysis Method

The results of reading test in the form of score was the primary data in this research. The data obtained from reading comprehension post-test was analyzed to find the significant mean difference of the 2 groups (experimental group and control group) by using independent sample t- test of SPSS computation. The formula:

$$t = \frac{m_a - m_b}{\sqrt{\left(\frac{\sum X_a^2 + \sum X_b^2}{n_a + n_b - 2}\right) \left(\frac{1}{n_a} + \frac{1}{n_b}\right)}}$$

Notes:

t = the coefficient

Ma = mean score of experimental group

Mb = mean score of control group

Xa = individual score deviation of experimental group

Xb = individual score deviation of control group

na = the number of subject in experimental group

nb = the number of subject in control group

(Hadi, S. 2001:443)

Moreover, the significant level of 5% was used to know significance the result data of t-test. T-test was consulted to the t-table of 5% significance level to know whether the result was significant or not. Then, the data was analyzed by using the Degree of Relative Effectiveness. The formula was:

$$DRE = \frac{Ma - Mb}{Mb} \times 100\%$$

Note:

DRE = the degree of relative effectiveness

Ma = mean of experimental class

Mb = mean of control class

(adapted from Masyhud, 2008:61)

The null hypothesis (ho) was rejected if the result of t-computation was higher than t-table. Thus, the null hypothesis was accepted if the result of the t-computation was lower than t-table. Therefore, the significant level of 5% was used if the error was accepted as the significant level for the quasi-experimental research.

## CHAPTER 4. RESULT AND DISCUSSION

This chapter presents about the schedule of administering the research, the result of supporting data, the result of homogeneity test, the description of the treatment, the analysis of the try out score, the analysis of primary data, the hypothesis verification, DRE and discussion.

### 4.1 The schedule of administering the research

The step in administering this research was list in Table. 4.1 below.

Table 4.1 The Schedule of Administering the Research

No.	Activity	Date (In the Year of 2015)
1	Collecting the Supporting Data	23 March 2015 (20 Dec 2014)
2	Homogeneity Test	25 & 26 March 2015
3	Analyzing the Result of Homogeneity Test	28 March 2015
4	Try Out	30 March 2015
5	Analyzing the Try Out Result	31 March 2015
6	Teaching and Giving Treatment to the Experimental Group	02 & 04 April 2015
7	Teaching the Control Group	02 & 06 April 2015
8	Administering Post Test	09 April 2015
9	Analyzing the Post Test Result	11 April 2015
10	Drawing Conclusion	13 April 2015
11	Writing Conclusion	17-19 April 2015

### 4.2 The Result of Supporting Data

The Researcher gained the supporting data through the interview and documentation. The supporting data were used to support the primary data such as materials, texts, and total numbers of test items.

#### 4.2.1 The Result of Interview

The researcher did the interview with the English teacher of the eighth Grade students on 09 March 2015. According to the English teacher, the Curriculum which is used for the eighth grade of SMP Negeri 2 Arjasa Situbondo was 2006 Intuitional Based Curriculum. The teacher taught English two times a week based on the schedule arranged by the school.

The English teacher used English books that were published by *Erlangga* were the compulsory books and *Lembar Kerja Siswa (LKS)* that published by CV. BIMA Jaya. Besides, the English teacher used Question-Answer strategy in teaching reading comprehension. The teacher sometimes asked the students to do a discussion based on the instruction in the English books or LKS.

According to the interview result, the teacher had never used SQ3R strategy in teaching reading comprehension. He said that he was unfamiliar with SQ3R strategy and did not know the application of it in teaching reading comprehension. Furthermore, the result of interview used to determine the appropriate materials that used in this research.

#### 4.2.2 The Result of the Documentation

The documentation was applied to get the information about the number and the names of the respondents. The data were collected on 23 March 2015. The total number of the eighth grade students of SMP Negeri 2 Arjasa Situbondo in the 2014/2015 academic year was 202 students consisting of 4 classes. The distribution of the students could be seen in the Table 4.2 below.

Table 4.2 The Total Number of the Eleventh Grade Students of SMA 2 Tanggul in the 2014/2015 Academic Year.

No.	Class	Male	Female	Total
1	VIII A	15	10	25
2	VIII B	18	8	26
3	VIII C	20	6	26
4	VIII D	17	8	25

(Source: SMP Negeri 2 Arjasa Situbondo document in the 2014/2015 Academic Year)

### 4.3 The Result of Homogeneity Test

The homogeneity test took two days to conduct for the 4 classes of grade 8. The homogeneity test was held on 25 & 26 March 2015 which followed the schedule of the English subject for the eighth grade classes because the researcher had been permitted by the teachers to conduct the homogeneity test in their classes only at that time. This test was administered to know whether or not the characteristics of the eighth grade classes were homogenous. The result of the homogeneity test was analyzed by using ANOVA (SPSS).

Table 4.3 (ANOVA)

Anova

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	170.756	3	56.919	1.044	.377
Unweighted	3.666	1	3.666	.067	.796
Weighted	4.215	1	4.215	.077	.782
Deviation	166.540	2	83.270	1.527	.222
Within Groups	5342.617	98	54.516		
Total	5513.373	101			

Based on the table above, the “fo” (the result of ANOVA) was 0,377 and the value of F table with the level of significance 5% was 1,044. The result of fo was lower than F table. It means that the condition of the eighth grade classes of SMP Negeri 2 Arjasa Situbondo was homogenous or there was no significant mean difference among the eighth grade classes. Therefore, lottery was done randomly by the researcher to determine the research samples and two research groups as experimental group and control group. Therefore, VIII A as the Experimental Group and VIII B as the control group. (*appendix B*)

### 4.4 The Description of the Research Treatment

The treatment was given to the experimental group which was teaching reading comprehension by using SQ3R Strategy. While, the control group was not

given treatment in teaching reading comprehension but using Question-Answer strategy only as usually conducted by the English teacher. The procedures of the treatment were explained in the lesson plan enclosed (*appendix J and K*), while the schedule of administering the treatment could be seen in Table 4.4. The treatment was given two times to the experimental group during this research. The researcher was the teacher of both groups.

Table 4.4 The Schedule of Administering the Treatment

No.	Treatment in Experimental Group		Activity in Control Group	
1	Meeting 1	02 April 2015	Activity 1	02 April 2015
2	Meeting 2	04 April 2015	Activity 2	06 April 2015

#### 4.5 The Analysis of the Try out Scores

The try out of the test was held on Monday, 30 March 2015 at 09.00 until 10.00 a.m. It was given to one class taken from the four available classes of the eighth grade which was not chosen as the experimental group or the control group. The class was VIII D class of SMPN 2 Arjasa Situbondo which consists of 26 students. The analysis of the try out included the validity of the test, the reliability coefficient, and the difficulty index. Besides, the try out was to know whether the students are able to understand the instruction and also the time allowed was sufficient or not for them to do the test.

##### 4.5.1 The Analysis of Test Validity

The validity of the test was established to know the content validity. The material had been constructed based on the topics stated in 2006 Institutional Level Curriculum and the syllabus of the teaching English for Junior High School. The researcher used recount text as the text material of the test because it was in the 2006 Institutional Based Curriculum for the eighth level, reading comprehension focuses on the recount text. It had also been consulted to the English teacher.

#### 4.5.2 The Analysis of Reliability Coefficient

The researcher had applied split half odd-even technique using the computation of Microsoft Excel to estimate the value of reliability coefficient of a half test. According to Sudijono (1998:219), the correlation of the two halves was continued to be analyzed by using Spearman-Brown Formula. The result of estimation (*see appendix C*) was the half test of reliability coefficient (0.375).

From the calculation (*see Appendix D*) the result of the test reliability was 0.54. Saukah (1997:210) states that the standard reliability coefficient of teacher-made-test is  $> 0.50$ . It means that a teacher-made-test was reliable if the reliability coefficient is at least  $> 0.50$ . The reliability coefficient of this test was 0.54 so it means that the test was reliable. Therefore, the researcher did not make any changes of the test items. The test items of the try out test were administered in the post test.

#### 4.5.3 The Analysis of Difficulty Index

The researcher used Difficulty Index formula in order to analyze the difficulty level score. Then, the result was consulted to the criteria of difficulty index. The result of the difficulty index analysis can be seen in *Appendix E*.

According to the table of difficulty index analysis (*see Appendix E*), it was known that the range difficulty index was from 0.60 up to 0.68. The researcher did not need to revise the test items because the test items were categorized as fair. In addition, the students did not have any problems with the time allocation of the try out test. In conclusion, it was not necessary for the researcher to revise the instructions and the time available for doing the test since they were clearly understood by the students and all of them could finish the test in time.

#### 4.6 The Result of the Post Test

The result of the primary data was the result of the post test. It was administered to obtain the data of reading comprehension and to describe about the significant difference between the two groups that were experimental group and control group.



The post test was conducted on Thursday, 09 April 2015, to both groups after each group received teaching learning twice. The experimental group was taught reading comprehension by using SQ3R Strategy, while the control group was taught reading comprehension by Question-Answer strategy. The post test was in the form of reading comprehension test consisting of 20 test items of multiple choice tests. The post test was administered for 60 minutes. The total number of the respondents of the experimental group was 25 students and the control group was 26 students. The result of post test scores was presented in Table 4.5.

Table 4.5 The Scores of Post Test

No.	Experimental Group (VIII A)		Control Group (VIII B)	
	Name	Score	Name	Score
1	ARR	75	AG	70
2	AD	75	AR	70
3	AM	80	AIA	70
4	APM	60	AA	65
5	AH	70	AF	70
6	AH	70	FN	60
7	BH	60	GS	80
8	DB	70	HM	70
9	DS	65	IB	55
10	FNF	75	MH	70
11	IH	65	MA	60
12	KM	80	MS	60
13	KA	60	NS	75
14	MJ	80	PM	70
15	MZF	55	RB	55
16	MH	75	RR	65
17	RCD	75	RS	65
18	RFA	75	RM	55
19	RADJ	60	RW	60
20	RMI	80	SH	60
21	RWT	80	SNA	75
22	SM	75	SB	70
23	SF	80	YR	55
24	SSN	80	YN	80
25	TR	80	YLS	70
26			ZE	60
	<b>Total</b>	1800	<b>Total</b>	1715

#### 4.6.1 The Analysis of Post Test Scores

The post test scores were analyzed statistically by using t-test formula to know whether the mean difference between the experimental group and the control group.

Based on the table of the post test score analysis (*see Appendix F*) the computation of t-test on the students' reading comprehension achievement was in *Appendix G*. Then, t-table at significant level of 5% with Df 49 was 2.01. It indicated that the value of t-test was higher than that of t-table ( $2.77 > 2.01$ ).

#### 4.6.2 The Result of Affective Aspects

The students showed affective aspects in the class such as the student's eagerness while reading the recount text, the students' confidence while identifying words, sentences, paragraphs, and whole text of recount text, and the students' hard effort in doing the task.

### 4.7 Hypothesis Verification

The hypothesis was verified by considering the result of the analysis of the post test stated above. It was needed to verify whether the null hypothesis was accepted or rejected.

The data analysis of the students' scores of reading comprehension post test by applying t-test formula indicated that the value of t-test was 2.77 while the value of the table with the significant level of 5% and the degree of freedom 49 was 2.01. Conclusion can be drawn that the null hypothesis ( $H_0$ ) was rejected while the alternate hypothesis ( $H_1$ ) was accepted.

Based on the result above, it was proved that there was a significant effect of using SQ3R Strategy on reading comprehension achievement on the grade VIII students of SMPN 2 Arjasa Situbondo in the 2014/2015 academic year.

#### **4.8 DRE (Degree of Relative Effectiveness)**

After the verification, the researcher stated that the alternate hypothesis was accepted, it was continued to analyze to know the degree of relative effectiveness (DRE) of SQ3R Strategy on the students' reading comprehension achievement. Therefore, the formula of DRE was applied in order to know how far the effect of using SQ3R Strategy gave effect to the students' reading comprehension achievement. The calculation of the degree of relative effectiveness (DRE) OF SQ3R Strategy in teaching reading comprehension was done. (*see Appendix H*)

Based on the result of DRE above, it could be concluded that the degree of relative effectiveness of using SQ3R Strategy in teaching reading comprehension was 9% more effective than teaching Question-Answer strategy.

#### **4.9 Discussion**

This research applied post test in order to get the data about the students' reading comprehension achievement. The total number of the test items was 20 items of multiple choice test and it should be finished by the students in 60 minutes. The result of the data analysis in this research proved that using SQ3R Strategy significantly affected the students' reading comprehension achievement at SMP Negeri 2 Arjasa Situbondo. It could be seen from the result of t-test analysis on the students' reading comprehension achievement test scores that statistically the value of the t-test was higher than the value of t-table with significant level of 5% ( $2.77 > 2.01$ ). It indicated that the result of t-test analysis was significant. From the post test scores, it could be reported that there was an effect of teaching reading using SQ3R strategy on the eighth grade students' reading comprehension achievement at SMPN 2 Arjasa Situbondo.

Based on the result of the data analysis, teaching reading by using SQ3R Strategy was 9% more effective as compared to teaching reading by using Question-Answer strategy. This finding is relevant to the theory that SQ3R Strategy helps the students to understand the new material from what they have already known (Wood, 1996:169). It could help students to understand well the

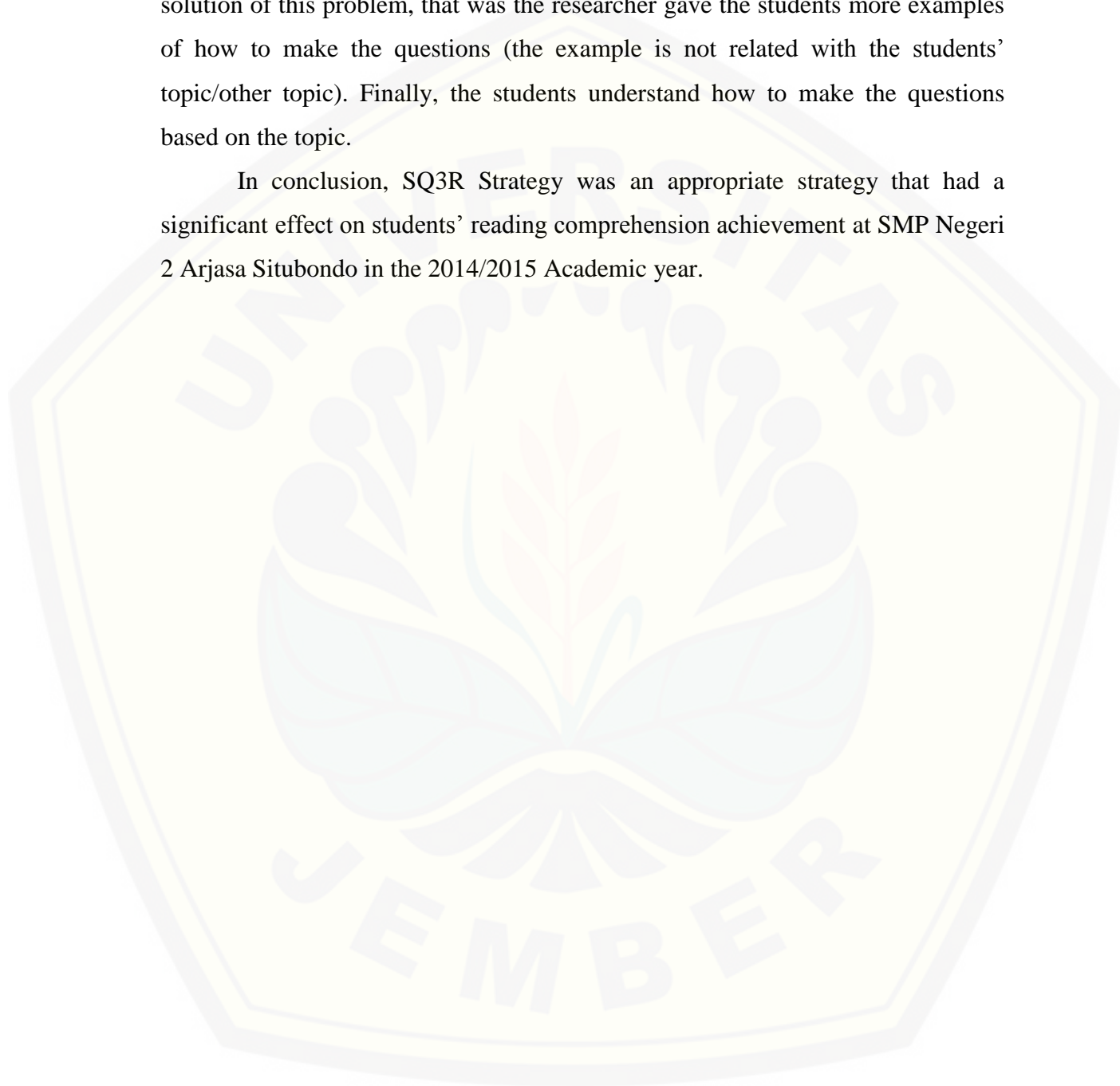
content of the text. As a result, they could answer the question based on the text better than those in the control group. Another effect is that the students are able to make questions based on the text after they read it as stated by Hennings (1997:276) and the last is also they were able to review and recall the main ideas in the text (Fairbairn and Winch, 1996:22).

In addition, this research finding was in line with the research outcomes that had been conducted by some previous researchers. Khairida (2010) has investigated SQ3R Strategy at MA. Khusnul Khotimah Tg. Tiram. In her research, she found a significant effect of using SQ3R Strategy on the students' reading comprehension achievement. Another research was done by Sekaringtyas (2005) at SMUN 5 Jember. In her research, she also proved that the use of SQ3R Strategy was able to help her students to improve their reading comprehension in finding the main idea. It was evidence that SQ3R Strategy was proven effective for teaching reading comprehension. Then, Rohmanu (2012) research was about The Effect of Using SQ3R Strategy on Reading Comprehension Achievement of the Grade XI Students at SMA Negeri 2 Tanggul. It indicated that the SQ3R Strategy was significantly effective for reading comprehension. From all those previous researches, it informed us that SQ3R Strategy was effective for teaching reading comprehension achievement for junior and senior high school students. In line with it, Wood (1996:169) states that SQ3R Strategy helps the students to understand the reading material well.

Meanwhile, the students of SMP Negeri 2 Arjasa Situbondo showed affective aspects in the class as the students' eagerness while reading the recount text, the students' confidence was shown while identifying words, sentences, paragraphs, and whole text of the recount text, and the students' hard effort in doing the task could be seen from their seriousness in answering the problems. The experience that the researcher got was that it was more effective in teaching reading comprehension when using appropriate strategy. As a result, teaching using SQ3R strategy helps the students to read more effectively than teaching using by Question-Answer strategy.

In other case, when using SQ3R strategy the students had the problem in teaching reading by using SQ3R strategy that is in the question step. They felt unsure to make questions that the researcher asks. However, the researcher got the solution of this problem, that was the researcher gave the students more examples of how to make the questions (the example is not related with the students' topic/other topic). Finally, the students understand how to make the questions based on the topic.

In conclusion, SQ3R Strategy was an appropriate strategy that had a significant effect on students' reading comprehension achievement at SMP Negeri 2 Arjasa Situbondo in the 2014/2015 Academic year.



## CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the result and the suggestions for the English teacher, the students and the future research.

### 5.1 Conclusion

Based on the analysis of the post test result, hypothesis verification and discussion in the previous chapter, it can be concluded that there was a significant effect of using SQ3R Strategy on reading comprehension achievement on the eighth grade students at SMP Negeri 2 Arjasa Situbondo in the 2014/2015 academic year. In addition, the degree of relative effectiveness of reading comprehension achievement was 9% more effective in reading comprehension achievement with using SQ3R Strategy than using Question-Answer strategy which means that there was an effect of teaching reading using SQ3R strategy on the eighth grade students' reading comprehension achievement at SMPN 2 Arjasa Situbondo.

### 5.2 Suggestions

Because the use of SQ3R Strategy on teaching reading comprehension gave a significant effect on reading comprehension achievement, the researcher proposes some suggestions to the following people:

#### 5.2.1 The English teacher

It is suggested that the English teacher of SMP Negeri 2 Arjasa Situbondo use SQ3R as an alternative strategy in teaching reading. The use of SQ3R Strategy in teaching reading comprehension is more effective than using Question-Answer strategy made the students more active in teaching learning process because the strategy affects the students' reading comprehension achievement significantly.

### 5.2.2 The Students

It is suggested that the students of SMP Negeri 2 Arjasa Situbondo to practice the SQ3R strategy for reading the English text by themselves. With this strategy, they could know about how to survey, make questions, recite, and review in order to understand or comprehend the text in teaching learning process of reading comprehension class by using SQ3R Strategy.

### 5.2.3 The Future Researchers

It is suggested that the result of this research can be used as a reference and information for future researchers to conduct further research dealing with the use of SQ3R Strategy. As this strategy had many steps and spent the times, so the future researchers suggested to map the time properly (appropriate time for lesson plan and clock in the class), give clear guide of steps in SQ3R strategy to avoid misunderstanding among students, and ask the students who are involved with the teaching learning process to be discipline in teaching reading comprehension by using steps of SQ3R strategy. In addition, they need to pay more attention to guide students to make question as it was core occurred in this present research. The research could be done in different research design and different level of students such as Improving the Grade XI Students' Reading Comprehension Achievement by Using SQ3R Strategy.

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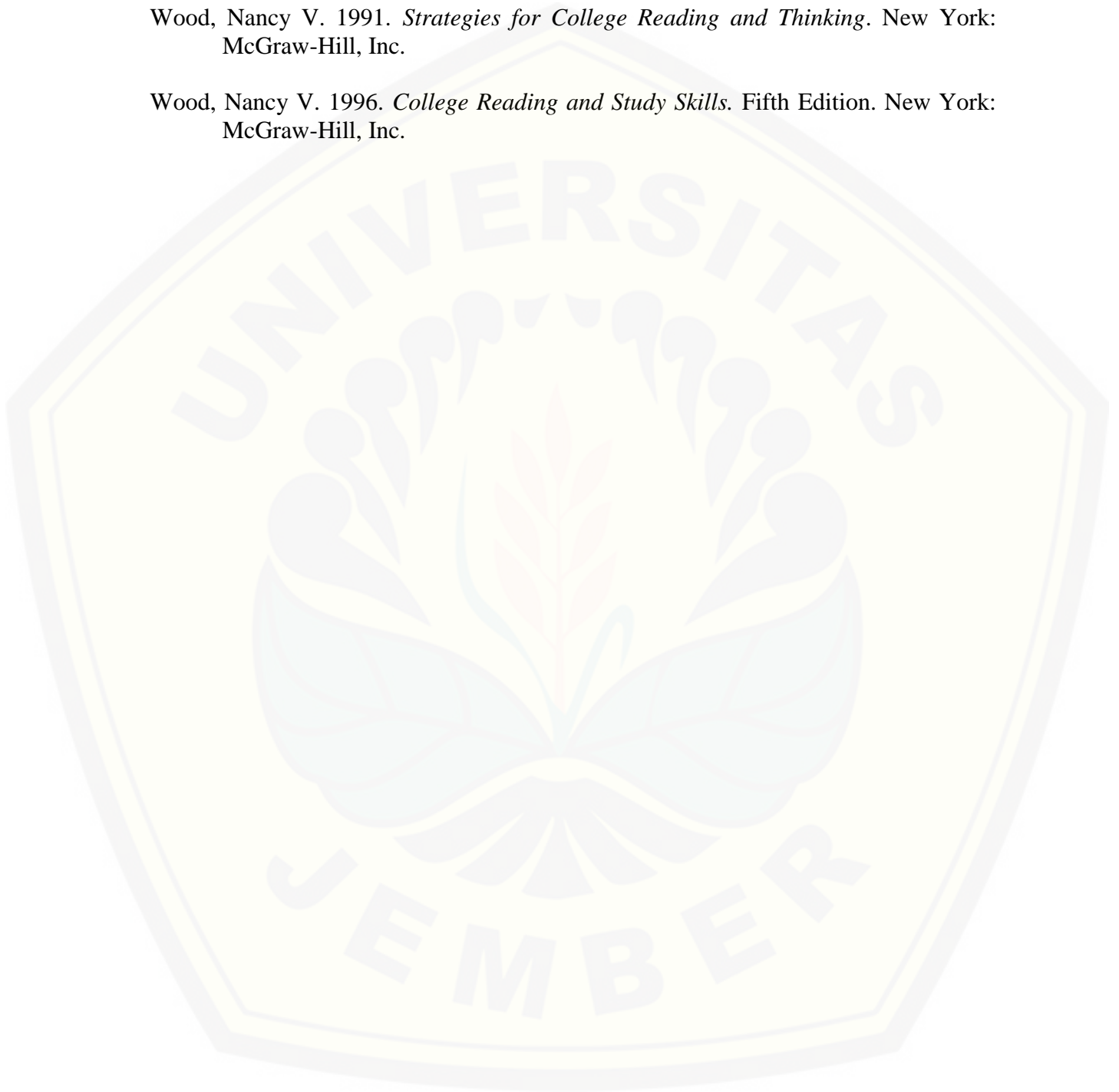
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**RESEARCH MATRIX**

Title	Problem	Variables	Indicator	Data Resources	Research Methods	Hypothesis
<p>The effect of teaching reading using SQ3R method on the eighth grade students' reading comprehension on achievement at SMPN 2 Arjasa Situbondo</p>	<p>Is there any significant effect of teaching reading using SQ3R method on the eighth grade students' reading comprehension achievement at SMPN 2 Arjasa Situbondo?</p>	<p><b>a. Independent Variable</b> The use of SQ3R method in teaching reading</p> <p><b>b. Dependent Variable</b> Reading comprehension achievement</p>	<p><b>a. Teaching reading using SQ3R method:</b></p> <ol style="list-style-type: none"> <li>1) Survey</li> <li>2) Question</li> <li>3) Read</li> <li>4) Recite</li> <li>5) Review</li> </ol> <p><b>b. The score of reading comprehension test covering the material of:</b></p> <ol style="list-style-type: none"> <li>1) Word comprehension</li> <li>2) Sentence comprehension</li> <li>3) Paragraph comprehension</li> <li>4) Whole text comprehension</li> </ol>	<p><b>1. Respondents</b> The eighth grade students of SMPN 2 Arjasa Situbondo</p> <p><b>2. Informants</b></p> <ol style="list-style-type: none"> <li>a) The English teacher of the eighth grade in SMPN 2 Arjasa Situbondo</li> <li>b) The administration staffs</li> </ol> <p><b>3. Document</b> The names of the respondents</p>	<p><b>1. Research Design</b> Quasi-experimental research</p> <p><b>2. Research Area</b> Purposive method</p> <p><b>3. Research Participants</b> Cluster random sampling</p> <p><b>4. Data Collection Method</b></p> <ul style="list-style-type: none"> <li>- Primary data : Reading comprehension achievement test scores</li> <li>- Secondary data : Interview and Documentation data</li> </ul> <p><b>5. Data Analysis Method</b> The data obtained from test is analyzed using t-test formula:</p> $t = \frac{m_a - m_b}{\sqrt{\left(\frac{\sum x_a^2 + \sum x_b^2}{n_a + n_b - 2}\right) \left(\frac{1}{n_a} + \frac{1}{n_b}\right)}}$ <p>Notes: t = the coefficient Ma = mean score of experimental group Mb = mean score of control group Xa = individual score deviation of experimental group Xb = individual score deviation of control group na = the number of subject in experimental group nb = the number of subject in control group</p> <p style="text-align: right;">(Hadi, S. 2001:443)</p>	<p>There is a significant effect of teaching reading using SQ3R method on the eighth grade students' reading comprehension achievement at SMPN 2 Arjasa Situbondo (the students taught by using SQ3R strategy have good scores in reading comprehension more than they are not taught by using SQ3R strategy)</p>

## The Result of Interview with the English Teacher

No.	Questions	Teacher's Answer
1.	How do you teach reading skill to your students?	I usually teach reading by asking students to read the text first then they answer the question (Question-Answer Method).
2.	Do you use textbooks when teaching English?	Yes, I do.
3.	What English books do you use in teaching reading now?	I use LKS BIMA and English on Sky 2.
4.	What kind of reading method/strategy/technique do you usually use in teaching reading?	I usually use Questions-Answer method. After reading the text, I provide some questions and ask the students to answer my questions based on the text. These questions are provided by me to help the students in understanding the text before they answer the questions from the textbooks.

The Homogeneity Test Scores

No.	VIII A		VIII B		VIII C		VIII D	
1	65	4225	70	4900	80	6400	70	4900
2	70	4900	55	3025	75	5625	60	3600
3	75	5625	65	4225	75	5625	70	4900
4	65	4225	60	3600	60	3600	60	3600
5	60	3600	55	3025	75	5625	65	4225
6	65	4225	80	6400	80	6400	75	5625
7	70	4900	65	4225	55	3025	70	4900
8	70	4900	70	4900	70	4900	60	3600
9	75	5625	70	4900	70	4900	75	5625
10	75	5625	55	3025	65	4225	55	3025
11	65	4225	65	4225	85	7225	60	3600
12	70	4900	55	3025	65	4225	65	4225
13	65	4225	75	5625	75	5625	60	3600
14	60	3600	80	6400	60	3600	70	4900
15	75	5625	75	5625	65	4225	75	5625
16	55	3025	60	3600	70	4900	65	4225
17	55	3025	65	4225	65	4225	80	6400
18	70	4900	70	4900	70	4900	75	5625
19	80	6400	65	4225	60	3600	60	3600
20	75	5625	70	4900	80	6400	65	4225
21	65	4225	80	6400	60	3600	60	3600
22	55	3025	60	3600	75	5625	65	4225
23	60	3600	65	4225	60	3600	70	4900
24	65	4225	70	4900	75	5625	60	3600
25	65	4225	60	3600	60	3600	70	4900
26			55	3025	60	3600		
<b>Total</b>	<b>1670</b>	<b>112700</b>	<b>1715</b>	<b>114725</b>	<b>1790</b>	<b>124900</b>	<b>1660</b>	<b>111250</b>

The Result of Try Out (Odd Items)

No	Task										Total
	1	3	5	7	9	11	13	15	17	19	
1	1	1	1	0	1	1	1	0	1	0	7
2	0	1	1	1	0	1	1	1	0	1	7
3	1	0	1	0	1	0	1	1	1	0	6
4	0	1	1	1	0	1	0	1	1	0	6
5	1	0	1	1	0	1	1	0	1	1	7
6	1	1	1	0	1	1	0	1	1	0	7
7	0	1	0	1	1	1	1	1	0	1	7
8	1	0	1	0	0	1	1	0	1	1	6
9	1	1	1	1	0	0	1	0	1	1	7
10	1	0	1	0	1	1	0	1	0	0	5
11	0	1	0	1	1	1	0	1	1	1	7
12	1	0	1	1	0	1	1	0	1	1	7
13	1	1	1	1	1	0	0	1	1	0	7
14	0	1	0	1	1	1	0	1	0	1	6
15	1	0	0	1	1	0	1	1	1	1	7
16	1	1	0	0	0	1	1	0	1	1	6
17	1	1	0	1	1	1	1	1	0	0	7
18	1	1	0	0	1	1	1	0	1	1	7
19	1	1	1	1	1	0	1	1	0	0	7
20	0	1	1	1	0	0	0	1	1	1	6
21	0	0	1	1	1	1	1	1	1	1	8
22	1	1	1	1	1	0	1	0	0	1	7
23	1	1	0	1	1	0	1	0	1	1	7
24	0	1	1	0	1	1	0	1	1	1	7
25	1	0	1	1	1	1	1	1	0	1	8
<b>Total</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>17</b>	

## The Result of Try Out (Even Items)

No.	Task										Total
	2	4	6	8	10	12	14	16	18	20	
1	1	0	1	1	0	1	0	1	1	1	7
2	0	0	1	1	1	1	1	1	0	1	7
3	0	0	0	1	1	1	0	1	1	1	6
4	1	1	0	0	1	1	1	1	1	0	7
5	0	0	1	1	1	0	0	1	1	1	6
6	1	1	1	0	1	1	1	0	0	0	6
7	1	1	1	1	0	1	0	1	1	0	7
8	1	1	0	0	1	1	0	1	0	1	6
9	0	0	1	1	1	1	1	1	1	1	8
10	0	1	1	1	0	0	1	0	1	1	6
11	1	0	0	1	1	1	1	0	1	0	6
12	0	1	1	1	1	1	0	1	1	1	8
13	1	1	1	0	1	0	1	1	0	0	6
14	1	1	0	1	1	1	0	0	1	1	7
15	1	1	1	0	1	0	0	0	1	1	6
16	1	1	0	1	0	1	1	0	0	0	5
17	1	1	1	0	1	1	1	1	0	1	8
18	1	0	1	1	1	1	0	1	0	1	7
19	0	1	0	1	1	0	1	1	1	1	7
20	0	1	1	0	0	1	1	1	1	0	6
21	1	0	1	1	1	0	1	0	1	1	7
22	1	1	0	1	0	0	0	1	1	1	6
23	0	1	1	1	1	1	1	0	1	1	8
24	1	1	1	1	0	0	1	1	0	0	6
25	1	0	1	0	0	1	1	1	1	1	7
<b>Total</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>15</b>	<b>17</b>	<b>17</b>	<b>17</b>	



**The Division of Odd-Even Score of Try Out Result**

<b>No.</b>	<b>Name</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>	<b>X+Y</b>
1	AR	7	7	49	49	49	14
2	AA	7	7	49	49	49	14
3	AM	6	6	36	36	36	12
4	AMI	6	7	36	49	42	13
5	ADS	7	6	49	36	42	13
6	DCH	7	6	49	36	42	13
7	ES	7	7	49	49	49	14
8	EAY	6	6	36	36	36	12
9	FIR	7	8	49	64	56	15
10	GS	5	6	25	36	30	11
11	IY	7	6	49	36	42	13
12	IB	7	8	49	64	56	15
13	JM	7	6	49	36	42	13
14	KR	6	7	36	49	42	13
15	MRF	7	6	49	36	42	13
16	MAP	6	5	36	25	30	11
17	MY	7	8	49	64	56	15
18	RA	7	7	49	49	49	14
19	RS	7	7	49	49	49	14
20	STA	6	6	36	36	36	12
21	SHZ	8	7	64	49	56	15
22	SUF	7	6	49	36	42	13
23	SA	7	8	49	64	56	15
24	TSU	7	6	49	36	42	13
25	YAS	8	7	64	49	56	15
<b>Total</b>		<b>169</b>	<b>166</b>	<b>1153</b>	<b>1118</b>	<b>1127</b>	<b>335</b>

The Analysis of Reliability Coefficient

The  $r_{xy}$  could be calculated as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(25)(1127) - (169)(166)}{\sqrt{\{(25)(1153) - (169)^2\} \{(25)(1118) - (166)^2\}}}$$

$$r_{xy} = \frac{28175 - 28054}{\sqrt{\{(28825) - (28561)\} \{(27950) - (27556)\}}}$$

$$r_{xy} = \frac{121}{\sqrt{\{264\} \{394\}}}$$

$$r_{xy} = \frac{121}{\sqrt{104016}}$$

$$r_{xy} = \frac{121}{322,5}$$

$$r_{xy} = 0,375$$

Notes:

- $r_{xy}$  = Reliability coefficient
- $N$  = the total number of participants
- $\sum XY$  = the total number of odd and even numbers
- $(\sum X)$  = the total number of odd items
- $(\sum Y)$  = the total number of even items

(Adapted from Sudijono, 1996:219)

In order to obtain the reliability for the whole test ( $r_{11}$ ), the value of  $r_{xy}$  was taken into Spearman Brown formula (Adapted from Sudijono, 1996:216) as the follows:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2 (0,375)}{1 + (0,375)}$$

$$r_{11} = \frac{0,75}{1,375}$$

$$r_{11} = 0,54$$

Notes:

$r_{11}$  = reliability coefficient for the whole test items

$r_{xy}$  = reliability coefficient for the half of the test items

**The Result of Difficulty Index Analysis**

<b>Numbers of Test Items</b>	<b>B</b>	<b>JS</b>	<b>P</b>	<b>Criteria</b>
1	17	25	0,68	Sufficient
2	16	25	0,64	Sufficient
3	17	25	0,68	Sufficient
4	16	25	0,64	Sufficient
5	17	25	0,68	Sufficient
6	17	25	0,68	Sufficient
7	17	25	0,68	Sufficient
8	17	25	0,68	Sufficient
9	17	25	0,68	Sufficient
10	17	25	0,68	Sufficient
11	17	25	0,68	Sufficient
12	17	25	0,68	Sufficient
13	17	25	0,68	Sufficient
14	15	25	0,60	Sufficient
15	16	25	0,64	Sufficient
16	17	25	0,68	Sufficient
17	17	25	0,68	Sufficient
18	17	25	0,68	Sufficient
19	17	25	0,68	Sufficient
20	17	25	0,68	Sufficient

## The Post Test Scores

No.	Experimental Group (VIII A)		Control Group (VIII B)	
	Name	Score	Name	Score
1	ARR	75	AG	70
2	AD	75	AR	70
3	AM	80	AIA	70
4	APM	60	AA	65
5	AH	70	AF	70
6	AH	70	FN	60
7	BH	60	GS	80
8	DB	70	HM	70
9	DS	65	IB	55
10	FNF	75	MH	70
11	IH	65	MA	60
12	KM	80	MS	60
13	KA	60	NS	75
14	MJ	80	PM	70
15	MZF	55	RB	55
16	MH	75	RR	65
17	RCD	75	RS	65
18	RFA	75	RM	55
19	RADJ	60	RW	60
20	RMI	80	SH	60
21	RWT	80	SNA	75
22	SM	75	SB	70
23	SF	80	YR	55
24	SSN	80	YN	80
25	TR	80	YLS	70
26			ZE	60
	<b>Total</b>	1800	<b>Total</b>	1715

The Post Test Score Analysis

Number of Students	Experimental Group		Control Group	
	X	X <sup>2</sup>	Y	Y <sup>2</sup>
1	75	5625	70	4900
2	75	5625	70	4900
3	80	6400	70	4900
4	60	3600	65	4225
5	70	4900	70	4900
6	70	4900	60	3600
7	60	3600	80	6400
8	70	4900	70	4900
9	65	4225	55	3025
10	75	5625	70	4900
11	65	4225	60	3600
12	80	6400	60	3600
13	60	3600	75	5625
14	80	6400	70	4900
15	55	3025	55	3025
16	75	5625	65	4225
17	75	5625	65	4225
18	75	5625	55	3025
19	60	3600	60	3600
20	80	6400	60	3600
21	80	6400	75	5625
22	75	5625	70	4900
23	80	6400	55	3025
24	80	6400	80	6400
25	80	6400	70	4900
26			60	3600
<b>Total</b>	<b>1800</b>	<b>131150</b>	<b>1715</b>	<b>114525</b>

## The Computation of T-test

The computation of t-test on the students' reading comprehension achievement was as follows:

1. Calculating the mean score of the experimental group:

$$M_a = \frac{\sum X}{n_a} = \frac{1800}{25} = 72$$

2. Calculating the mean score of control group:

$$M_b = \frac{\sum y}{n_b} = \frac{1715}{26} = 66$$

3. Calculating the individual score deviation square of  $M_a$ :

$$\sum X_a^2 = \sum x^2 - \frac{(\sum x)^2}{n_a}$$

$$\sum X_a^2 = 131150 - \frac{(1800)^2}{25}$$

$$\sum X_a^2 = 131150 - 129600$$

$$\sum X_a^2 = 1550$$

4. Calculating the individual score deviation square of  $M_b$ :

$$\sum X_b^2 = \sum y^2 - \frac{(\sum y)^2}{n_b}$$

$$\sum X_b^2 = 114525 - \frac{(1715)^2}{26}$$

$$\sum X_b^2 = 114525 - 113124$$

$$\sum X_b^2 = 1401$$

5. Calculating the t-test of reading comprehension achievement:

$$t\text{-test} = \frac{M_a - M_b}{\sqrt{\frac{(\sum X_a^2 + \sum X_b^2)(1 + 1)}{n_a + n_b - 2} \frac{1}{n_a} \frac{1}{n_b}}}$$

$$t\text{-test} = \frac{72 - 66}{\sqrt{\frac{(1550 + 1401)(1 + 1)}{25 + 26 - 2} \frac{1}{25} \frac{1}{26}}}$$

$$t\text{-test} = \frac{6}{\sqrt{\frac{(2951)(0,04 + 0,038)}{49}}}$$

$$t\text{-test} = \frac{6}{\sqrt{(60,2)(0,078)}}$$

$$t\text{-test} = \frac{6}{\sqrt{4,69}}$$

$$t\text{-test} = \frac{6}{2,165}$$

$$t\text{-test} = 2,77$$

6. Calculating the degree of freedom:

$$Df = (n_a + n_b - 2)$$

$$Df = (25 + 26 - 2)$$

$$Df = 49$$

Notes:

t = the coefficient

M<sub>a</sub> = mean score of experimental group

M<sub>b</sub> = mean score of control group

X<sub>a</sub> = individual score deviation of experimental group

X<sub>b</sub> = individual score deviation of control group

n<sub>a</sub> = the number of subject in experimental group

n<sub>b</sub> = the number of subject in control group



### The Degree of Relative Effectiveness (DRE)

The calculation of the degree of relative effectiveness of SQ3R Strategy in teaching reading comprehension was done as follows:

$$\text{DRE} = \frac{\text{Ma} - \text{Mb}}{\text{Mb}} \times 100\%$$

$$\text{DRE} = \frac{72 - 66}{66} \times 100\%$$

$$\text{DRE} = \frac{6}{66} \times 100\%$$

$$\text{DRE} = 9\%$$

Note:

DRE = the degree of relative effectiveness

Ma = mean of experimental class

Mb = mean of control class

(adapted from Masyhud, 2008:61)

HOMOGENEITY TEST

Subject	:	English
Grade/ Semester	:	VIII/ 2
Time	:	40 minutes

Choose the right answer based on the text by crossing (x) a, b, c, or d on your answer sheet!

Read the text and answer the questions 1 to 10

Line 1	<p>Last month, my family and I went to the National Park. It is just outside our town. That's why it was not a very long trip.</p>
Line 5	<p>When we got there, we parked our car. We walked toward the entrance gate and bought the entrance fee. Since it was so crowded, we had to stand in a long queue.</p> <p>After that, we walked around the park. We could see many animals, such as one-horned rhinoceroses and tapirs. Those animals are two of the interesting attractions of the park.</p>
Line 10	<p>Then we continued our walk toward the playground. It was another attraction of this park. There were many children playing on the slide, seesaw, and swing. We walked to the swimming pool and swam there.</p> <p>Finally, we had a rest under a big tree. It is on the edge of a river. We had our melas on the mat and had a small talk. We could feel the fresh air.</p> <p>The day was rather tiresome but we were really happy.</p>

(taken from: Let's talk, 2005:176)

1. A good title for the text is ....
  - a. Going to the National Park
  - b. In the National Park
  - c. The attraction in the National Park
  - d. Walking around the park
2. What does the text tell the reader about?
  - a. The animals in the National Park
  - b. The attraction in the National Park
  - c. The holiday in the National Park
  - d. The trip to the National Park

3. What is the main idea of the third paragraph?
  - a. After that, we walked around the park
  - b. One-horned rhinoceros and tapirs
  - c. The animals are the interesting attractions
  - d. We could see many animals
4. Where is the main idea of the fifth paragraph?
  - a. In the first sentence
  - b. In the middle of the paragraph
  - c. In the last sentence
  - d. In the first and the last sentence
5. When did they go to a national park?
  - a. Last Sunday
  - b. Last month
  - c. Last year
  - d. Next month
6. Where is the national park located?
  - a. It is a very long trip
  - b. It is not a very long trip
  - c. It is outside the writer's town
  - d. It is very near to the writer's house
7. What animals could they see around the park?
  - a. One-horned rhinoceros and a tapir
  - b. Rhinoceros and a tapir
  - c. Tapirs and one-horned rhinoceros
  - d. Tapirs and rhinoceros
8. "When we got there, we parked our car" (line 3). What is the antonym of the word "there"?
  - a. Corner
  - b. Here
  - c. Over here
  - d. Over there
9. "Since it was so crowded, we had to stand in a long queue" (line 4-5). What is the meaning of the word "crowded"?
  - a. Full of people
  - b. Not often visited
  - c. With little noise
  - d. With little people

10. "Since it was so crowded, we had to stand in a long queue" (line. 4-5).  
What does the word "queue" refer to?
- Groups of people
  - Line of people
  - Long seat
  - Place for sitting

Read the text and answer the questions 11 to 20

	Do you know this girl?
Line 1	I was in the park with my older sister, Cathy, on Friday. My sister left her jacket on a beach while we talked to some friends. When we went back to the beach, a girl in a red T-shirt was sitting there. She had some money in her hand. When she was us, she got up and walked away.
Line 5	I said to my sister, "Did you have any money in you're jacket?" She said, "Yes Anna, I did." I said, "Look in your jacket quickly." Cathy looked in her jacket, but her money was not there. "That girl stole it!" I said, and we ran after her. We caught her quickly. My sister was very angry and she said, "Give me the money!" The girl gave the money to Cathy and ran away. We ran after her, but we lost her.
Line 10	Then we went home. But before we could tell our parents, my mother said to Cathy, "You left your money at home. It's on the table in the sitting room. You must be more careful with money." So the girl in the red T-shirt was not a thief! She probably thought we were thieves! We felt terrible. Please telephone us if you know this girl. We are very sorry for our mistake. We would like to say sorry to her and give her money back to her.
Line 15	Our number is 512667. My name is Anna.

(Taken from english in focus grade VIII page:154)

11. Where was the writer on Friday?
- The writer was at home
  - The writer was at the school
  - The writer was in somewhere
  - The writer was in the park
12. What did the writer's sister leave on a beach?
- The writer's sister left her bench
  - The writer's sister left her jacket
  - The writer's sister left her money
  - The writer's sister left nothing
13. How did the writer and her sister think after getting the money?
- They felt embarrassed
  - They felt happy

- c. They felt sad
  - d. They felt terrible
14. When did the writer's sister leave her jacket?
- a. When they painted the bench
  - b. When they saw the girl
  - c. While they were having a conversation
  - d. While they were sitting on the table
15. Why did Cathy run after the girl?
- a. Because Cathy lost her money
  - b. Because Cathy wanted to run
  - c. Because Cathy's parent asked her
  - d. Because the girl was Cathy's friend
16. What is the main idea of the first paragraph?
- a. Cathy forgot to leave her jacket
  - b. My sister and I had a conversation
  - c. We caught the girl
  - d. We saw a girl in a red T-shirt
17. "She had some money in her hand" (line 3-4). What does the word "she" refer to?
- a. Cathy
  - b. The girl
  - c. Their mother
  - d. The writer's sister
18. What is the main idea of the second paragraph?
- a. Cathy can't run as fast as the girl
  - b. The girl can be caught easier
  - c. The writer and his sister assumed the girl as the thief
  - d. The writer and his sister misunderstood
19. What is the main idea of the third paragraph?
- a. The money has gone
  - b. Their mother got angry with them
  - c. The table was on the sitting room
  - d. The writer and Cathy realized their mistake
20. What is the writer's message from the story above?
- a. Be careful in saving the money
  - b. Don't judge something easily
  - c. Learning by mistake is good
  - d. Money can solve all problems

The key answers

1. A	11. D
2. D	12. B
3. D	13. D
4. A	14. C
5. B	15. A
6. D	16. A
7. A	17. B
8. B	18. C
9. A	19. D
10. D	20. B

Reading Test Item Distribution

No.	Indicators	Reading test items number
1.	Comprehending word meaning	8, 9, 10, 17
2.	Comprehending sentences	5, 6, 7, 11, 12, 13, 14, 15
3.	Comprehending paragraph	3, 4, 16, 18, 19
4.	Comprehending the whole text	1, 2, 20

**LESSON PLAN (Meeting 1)**

Grade	:	Junior High School
School	:	SMP Negeri 9 Jember
Subject	:	English
Class/Semester	:	VIII / II
Language Skill	:	Reading Comprehension
Text Type	:	Recount text
Time Allocation	:	2 x 40 minutes

**I. STANDARD COMPETENCE**

Comprehending the meaning of a simple essay written text in the form of recount and narrative to interact with the environment

**II. BASIC COMPETENCE**

Comprehending the meaning and rhetorical steps in a short functional written text accurately, fluently, and acceptably in the form of recount to interact with the environment

**III. INDICATORS**

**1. Cognitive**

**a. Product**

Finding the meaning of recount text "My Holiday in Bali".

**b. Process**

- 1) Reading the recount text silently.
- 2) Identifying the meaning of words in the text by multiple choice based on the recount text correctly.
- 3) Identifying the meaning of sentences in the text by multiple choice based on the recount text correctly.
- 4) Identifying the meaning of paragraphs in the text by multiple choice based on the recount text correctly.
- 5) Identifying the meaning of the whole text in the text by multiple choice based on the recount text correctly.

**2. Affective**

- 1) Showing eagerness while reading the recount text.
- 2) Showing confidence while identifying words, sentences, paragraphs, and whole text of recount text.
- 3) Showing responsibility while doing the tasks related to the recount text.
- 4) Showing cooperation while discussing the answer of the tasks.

#### IV. LEARNING OBJECTIVES

At the end of the lesson, the students are able to:

##### 1. Cognitive

###### c. Product

Finding the meaning of recount text “My holiday in Bali”.

###### d. Process

1. Reading the recount text silently.
2. Identifying the meaning of words in the text by multiple choice based on the recount text correctly.
3. Identifying the meaning of sentences in the text by multiple choice based on the recount text correctly.
4. Identifying the meaning of paragraphs in the text by multiple choice based on the recount text correctly.
5. Identifying the meaning of the whole text in the text by multiple choice based on the recount text correctly.

##### 2) Affective

1. Showing eagerness while reading the recount text.
2. Showing confidence while identifying words, sentences, paragraphs, and whole text of recount text.
3. Showing responsibility while doing the tasks related to the recount text.
4. Showing cooperation while discussing the answer of the tasks.

#### V. MATERIALS : Enclosed

#### VI. Method

**Experimental group** : Teaching reading comprehension using SQ3R strategy.

**Control group** : Teaching reading comprehension using Question-Answer method.



**VIII. SOURCES AND MEDIA**

a. Sources :

- KTSP Curriculum
- <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>  
at 19:44, 10 Oktober, 2014

b. Media :

- MS. Power Point, whiteboard, board marker

**IX. EVALUATION : Product Assessment.**

Jember, January 1, 2015  
Researcher Teacher,

M. Nur Faqih Farisi  
NIM. 090210401111

## MATERIALS

### Leading questions:

1. Where is Sanur beach, Tanah Lot, or Kuta?
2. Who went to Bali in the holiday?
3. What places did you visit?
4. Were you happy with that?

### Recount text

A recount text is a text which retells events or experiences happened in the past. The purpose is to tell about past events or experiences.

### The generic structure or a recount text is as follows:

1. orientation: it tells who were involved in the past, what happened, where the event took place, and when it happened.
2. events: it tells what happened in a chronological order.
3. reorientation: it consists of optional-closing of events or ending.

### The language features of recount text are listed below:

1. The use of noun and pronoun. Examples : David, it, their.
2. The use of action verbs. Examples : went, ran, saw, visited.
3. The use of past tense

**STUDENTS' WORKSHEET**

**Read the text carefully!**



My Holiday in Bali	
Line 1	When I was in the second grade of junior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.
Line 5	On the First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked-in to a hotel. After we prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.
Line 10	On the Second day, we enjoyed the day on Tanjung Benoa beach. We played many water sports such as banana boat, jet sky, speedboat, etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta beach to see the amazing sunset and enjoyed the beautiful waves.
Line 15	The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-shirts and souvenirs.
Line 20	In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

(Taken from: <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>)

The instructions after giving the text as follows:

1. Ask the students to notice the title and picture of the recount text and then guess what the text is about.
2. Ask the students to glance the text and formulate questions related with the text (minimal 4 questions based on the keys of questions (what, where, when, why, and how)).
3. Ask the students to read the text
4. Ask the students to remember the points of the text and find the answers of the questions.
5. Ask the students to check the all of they done before and reread the text if it is needed.

## Exercises

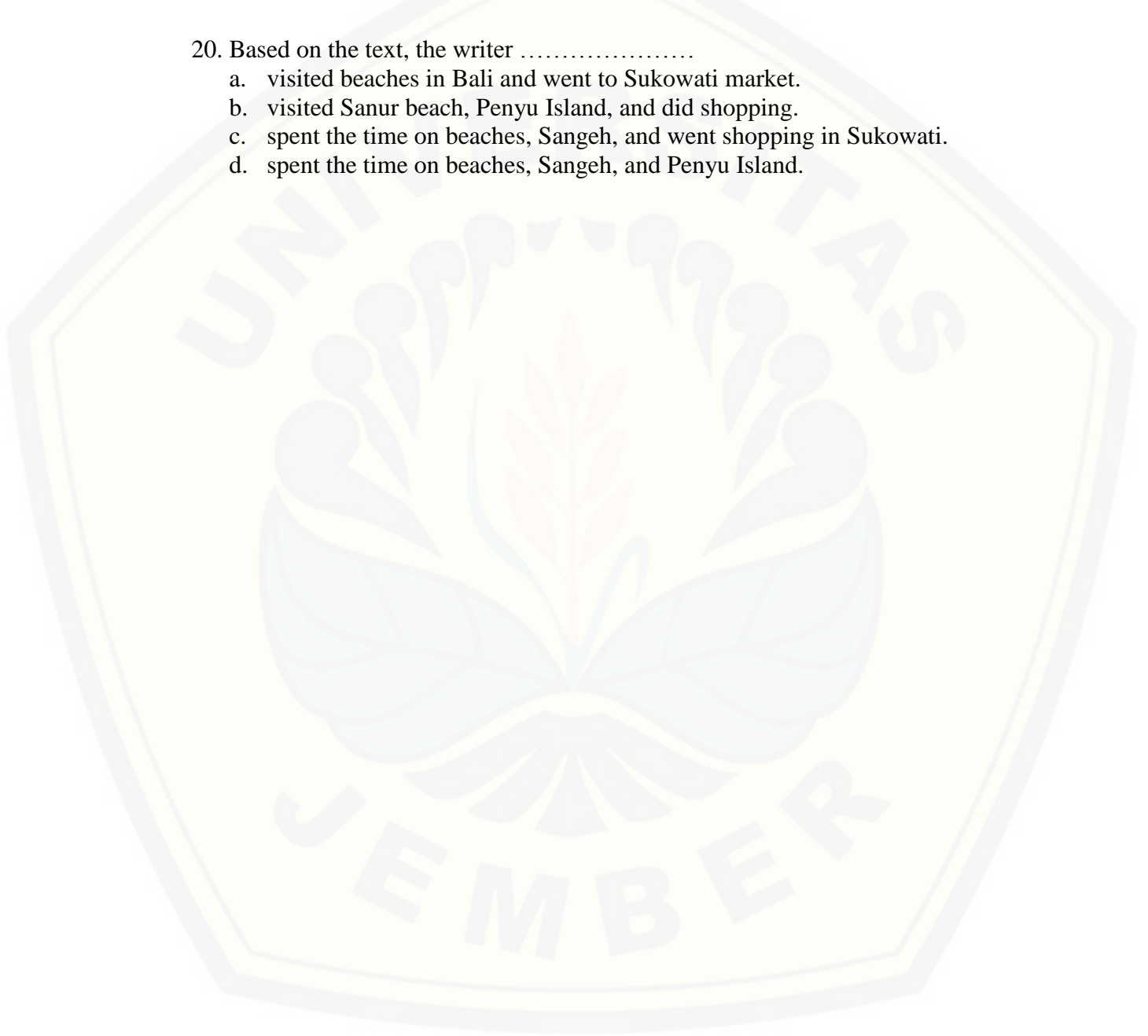
**Cross (x) either a, b, c, or d for the best answer based on the text!**

1. "I had many impressive experiences during the vacation" (line 2-3). What is the meaning of the word "Impressive"?
  - a. Boring
  - b. Exciting
  - c. Expressive
  - d. Uninteresting
2. "We went to Kuta Beach to see the amazing sunset" (line 13). What word has the similar meaning with "Amazing"?
  - a. Bad
  - b. Fair
  - c. Poor
  - d. Wonderful
3. "They were so tame" (line 16-17). What does the opposite of the word "tame"?
  - a. Funny
  - b. Kind
  - c. Wild
  - d. Fair
4. "We could make a close interaction with them" (line 17-18). What is the meaning of the word 'interaction'?
  - a. Communication
  - b. Confirmation

- c. Information
  - d. Question
5. We went to .... market for shopping.
    - a. Bedugul
    - b. Kuta
    - c. Sukowati
    - d. Tanah Lot
  6. When did the writer go to Bali?
    - a. When the writer was in the first grade of junior high school.
    - b. When the writer was in the first grade of senior high school.
    - c. When the writer was in the second grade of junior high school.
    - d. When the writer was in the second grade of senior high school.
  7. Where did the writer go on the first day?
    - a. The writer enjoyed the day on Tanjung Bena beach.
    - b. The writer spent the time in Sangeh.
    - c. The writer visited Sanur beach and Tanah Lot.
    - d. The writer went to Penyu Island.
  8. What did the writer do in Tanjung Bena beach?
    - a. The writer checked in to the hotel in Bali.
    - b. The writer met so many other domestic and foreign tourists.
    - c. The writer played many water sports such as boat, jet sky, and speedboat.
    - d. The writer saw the amazing sunset and enjoyed the beautiful wave.
  9. What did the writer do in Sukowati market?
    - a. The writer bought a jacket.
    - b. The writer bought a durian.
    - c. The writer bought T-Shirts.
    - d. The writer bought the flowers.
  10. How long did the writer stay in Bali?
    - a. One day
    - b. Two days
    - c. Three days
    - d. Four days
  11. What is the main idea of paragraph 1?
    - a. The writer and his friends went to Bali.
    - b. The writer had many impressive experiences.
    - c. The writer stayed for 3 days in Bali.
    - d. The writer was in second grade of junior high school.

12. Which paragraph tells about “there were some domestic and foreign tourists”?
  - a. First paragraph
  - b. Second paragraph
  - c. Third paragraph
  - d. Fourth paragraph
  
13. Based on the third paragraph, what kinds of animal you can find in Penyu island?
  - a. Turtles, monkeys, and sea birds.
  - b. Turtles, snakes, and birds.
  - c. Turtles, snakes, and sea birds.
  - d. Turtles, snakes, and Penyu.
  
14. Which paragraph tells the readers about “the green and cool forest”?
  - a. First paragraph.
  - b. Second paragraph.
  - c. Third paragraph.
  - d. Fourth paragraph.
  
15. What is the main idea of the fifth paragraph?
  - a. The writer brought so many memorabilia and souvenirs.
  - b. The writer checked in to the hotel.
  - c. The writer checked out from the hotel and went back home.
  - d. The writer had so many amazing experiences.
  
16. What does the text tell the readers about?
  - a. The writer’s amazing memories of Bali.
  - b. The writer’s experience in some beaches in Bali.
  - c. The writer’s holiday in Bali.
  - d. The writer’s impressive experiences in Bali.
  
17. Based on the text, are there some animals in Kuta beach?
  - a. No, there are not
  - b. No, there is not
  - c. Yes, there are
  - d. Yes, there is
  
18. Which of the following statement is true based on the text?
  - a. The writer saw many unique animals in Sangeh.
  - b. The writer went back home on the fourth day.
  - c. The writer went shopping on the third day.
  - d. The writer visited Sanur beach on the second day.

19. Which of the following sentence is not true based on the text?
- There was a beautiful sunrise in Sanur beach.
  - There was an amazing sunset in Kuta beach.
  - There were not many tame monkeys in Sangeh.
  - The visitors could see beautiful wave in Kuta beach.
20. Based on the text, the writer .....
- visited beaches in Bali and went to Sukowati market.
  - visited Sanur beach, Penyu Island, and did shopping.
  - spent the time on beaches, Sangeh, and went shopping in Sukowati.
  - spent the time on beaches, Sangeh, and Penyu Island.



Answer Key

1. B	11. B
2. D	12. B
3. C	13. C
4. A	14. D
5. C	15. A
6. C	16. B
7. A	17. B
8. C	18. C
9. C	19. D
10. C	20. C

Distribution of exercise items

Aspects to be evaluated	Items
1. Word Comprehension	1-5
2. Sentence Comprehension	6-10
3. Paragraph Comprehension	11-15
4. Text Comprehension	16-20



**VII. Teaching Learning Activities**

No.	Experimental Group		Time	No.	Control Group		Time
	Teacher	Students			Teacher	Students	
1.	Setting Induction a. Greeting the students. b. Checking the students' presence. c. Stating the objectives.	a. Answering greeting. b. Attention. c. Attention.	5'	1.	Setting Induction a. Greeting the students. b. Checking the students' presence. c. Stating the objectives.	a. Answering greeting. b. Attention. c. Attention.	5'
2.	Pre-reading activity a. Giving leading questions to the students related to the text entitled "My Holiday in Bali". b. Distributing the reading text entitled "My Holiday in Bali".	a. Answering the leading questions. b. Receiving the text.	5'	2.	Pre-reading activity a. Giving leading questions to the students related to the text entitled "My Holiday in Bali". b. Distributing the reading text entitled "My Holiday in Bali".	a. Answering the leading questions. b. Receiving the text	5'
3.	Whilst-reading activity a. Explain about the recount text. b. Asking the students to notice the title, or the picture and guess what the text is about and to	a. Attention. b. Notice the title, or the picture and guess what the text is about and to underline the difficult words and find the meaning.	35'	3.	Whilst-reading activity a. Explain about the recount text. b. Asking the students to read the text individually. c. Asking the students to underline the difficult words	a. Attention. b. Read the text individually. c. Underline the difficult words and find their meanings	35'

	<p>underline the difficult words and find the meaning. (Survey)</p> <p>c. Asking the students to look at glance the text and formulate the questions related with the topic. (Question)</p> <p>d. Asking the students to read the text individually. (Read)</p> <p>e. Asking the students to remember about the important points of the text and to find the answers of the questions they have formulated previously. (Recite)</p> <p>f. Asking the students to review the points, passage, and their answers of the text and reread the text if they fail to</p>	<p>c. Look at glance the text and formulate the questions related with the topic.</p> <p>d. Read the text individually.</p> <p>e. Remember about the important points of the text and to find the answers of the questions they have formulated previously.</p> <p>f. Asking the students to review the points, passage, and their answers of the text and reread the text if they fail to find the answers (if it is needed).</p>		<p>and find their meanings using their dictionaries.</p> <p>d. Asking the students to ask about content of the text.</p>	<p>using their dictionaries</p> <p>d. Asking.</p>	
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	find the answers (if it is needed). (Review)						
4.	Post-reading activity  a. Asking the students to do the exercises individually.  b. Discussing the result of the recount that has been read and answered by the students.  c. Asking the students to review and draw the conclusion from the material that has been learned.	a. Do the exercises individually.  b. Attention and answer.  c. Review and draw the conclusion from the material that has been learned.	30'	4.	Post-reading activity  a. Asking the students to do the exercises individually.  b. Discussing the result of the recount that has been read and answered by the students.  c. Asking the students to review and draw the conclusion from the material that has been learned.	a. Do the exercises individually.  b. Attention and answer.  c. Review and draw the conclusion from the material that has been learned.	30'
5.	Closure  a. Giving homework to the students.  b. Parting.	a. Attention.  b. Answering the parting	5'	5.	Closure  a. Giving homework to the students.  b. Parting.	a. Attention.  b. Answering the parting	5'

**LESSON PLAN (Meeting 2)**

Grade	:	Junior High School
School	:	SMP Negeri 9 Jember
Subject	:	English
Class/Semester	:	VIII / II
Language Skill	:	Reading Comprehension
Text Type	:	Recount text
Time Allocation	:	2 x 40 minutes

**I. STANDARD COMPETENCE**

Comprehending the meaning of a simple essay written text in the form of recount and narrative to interact with the environment

**II. BASIC COMPETENCE**

Comprehending the meaning and rhetorical steps in a short functional written text accurately, fluently, and acceptably in the form of recount to interact with the environment

**III. INDICATORS**

**1. Cognitive**

**a. Product**

Finding the meaning of recount text “My First Experience in Riding Motorcycle”

**b. Process**

- 1) Reading the recount text silently.
- 2) Identifying the meaning of words in the text by multiple choice based on the recount text correctly.
- 3) Identifying the meaning of sentences in the text by multiple choice based on the recount text correctly.
- 4) Identifying the meaning of paragraphs in the text by multiple choice based on the recount text correctly.
- 5) Identifying the meaning of the whole text in the text by multiple choice based on the recount text correctly.

**2. Affective**

- 1) Showing eagerness while reading the recount text.
- 2) Showing confidence while identifying words, sentences, paragraphs, and whole text of recount text.
- 3) Showing responsibility while doing the tasks related to the recount text.
- 4) Showing cooperation while discussing the answer of the tasks.

**IV. LEARNING OBJECTIVES**

At the end of the lesson, the students are able to:

**1. Cognitive**

**c. Product**

Finding the meaning of recount text “My First Experience in Riding Motorcycle”

**d. Process**

1. Reading the recount text silently.
2. Identifying the meaning of words in the text by multiple choice based on the recount text correctly.
3. Identifying the meaning of sentences in the text by multiple choice based on the recount text correctly.
4. Identifying the meaning of paragraphs in the text by multiple choice based on the recount text correctly.
5. Identifying the meaning of the whole text in the text by multiple choice based on the recount text correctly.

**2. Affective**

- 1) Showing eagerness while reading the recount text.
- 2) Showing confidence while identifying words, sentences, paragraphs, and whole text of recount text.
- 3) Showing responsibility while doing the tasks related to the recount text.
- 4) Showing cooperation while discussing the answer of the tasks.

**V. MATERIALS : Enclosed**

**VI. Method**

**Experimental group** : Teaching reading comprehension using SQ3R strategy.

**Control group** : Teaching reading comprehension using Question-Answer method.

**VIII. SOURCES AND MEDIA**

a. Sources :

- KTSP Curriculum
- <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>  
at 19:44, 10 Oktober, 2014

b. Media :

- MS. Power Point, whiteboard, board marker

**IX. EVALUATION : Product Assessment.**

Jember, January 1, 2015  
Researcher Teacher,

M. Nur Faqih Farisi  
NIM. 090210401111

## MATERIALS

### Leading questions:

1. Do you have a motorcycle?
2. Can you ride a motorcycle?
3. Can you tell us your first experience of riding the motorcycle?

### Recount text

A recount text is a text which retells events or experiences happened in the past. The purpose is to tell about past events or experiences.

### The generic structure or a recount text is as follow:

1. orientation: it tells who were involved in the past, what happened, where the event took place, and when it happened.
2. events: it tells what happened in a chronological order.
3. reorientation: it consists of optional-closing of events or ending.

### The language features of recount text are listed below:

1. The use of noun and pronoun. Example : Rita, it, her, etc.
2. The use of action verbs. Example: rode, fell, and bought.
3. The use of past tense

**STUDENTS' WORKSHEET**

**Read the text carefully!**



My First Experience in Riding Motorcycle	
Line 1	One day, when Rita was ten years old, her father bought an old motorcycle. That was "Honda 75". Rita guessed it was small light object and easy to ride it. She persuaded her father to teach her riding "Honda 75". Firstly, Rita's father refused her request and promised that
Line 5	he would teach Rita two or three years later, but Rita still whimpered. Finally, her father surrendered and promised to teach her.
Line 10	He began to teach Rita riding the motorcycle around a field in his village. Her father was very patient to give her some direction. Rita was very happy when she realized her ability to ride a motorcycle. "Yes, I can".
Line 15	One day later, when Rita was alone at home, she intended to try her riding ability. So, she tried bravely. All ran fluently in the beginning, but when she was going back to her home and she must pass through a narrow slippery street, she got nervous. She lost her control and she fell to the ditch.
Line 20	After that, Rita told her father about the accident. She imagined her father would be angry and never let her ride again. But the reality is exactly on the contrary, her father just gave her some advices to be careful and since that accident, Rita got her father's permission to ride motorcycle.

(Adapted from <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>).



The instructions after giving the text as follows:

1. Ask the students to notice the title and picture of the recount text and then guess what the text is about.
2. Ask the students to glance the text and formulate questions related with the text (minimal 4 questions based on the keys of questions (what, where, when, why, and how)).
3. Ask the students to read the text
4. Ask the students to remember the points of the text and find the answers of the questions.
5. Ask the students to check the all of they done before and reread the text if it is needed.

## Exercises

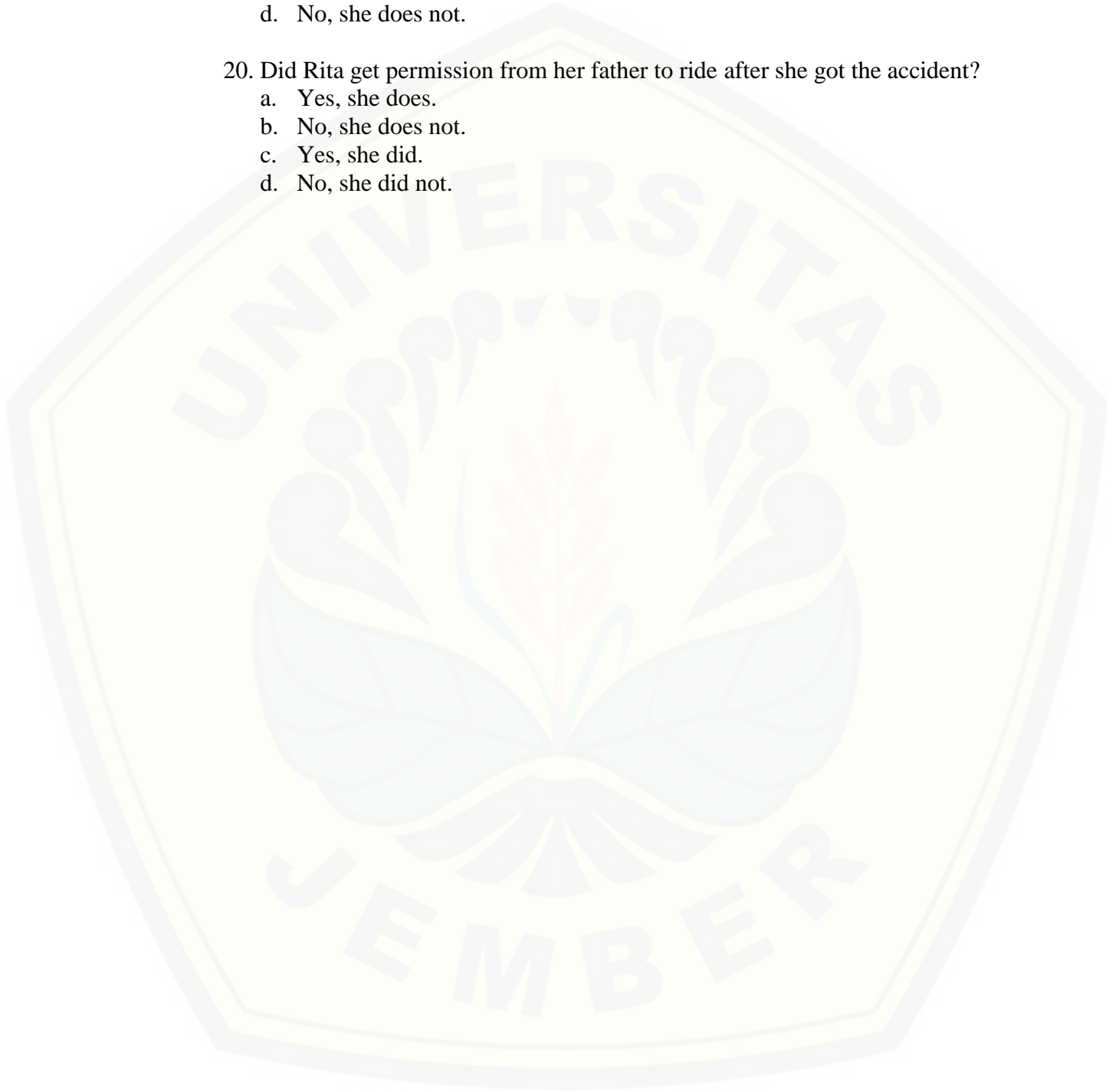
**Cross (x) either a, b, c, or d for the best answer based on the text!**

1. “ ....., she got nervous.” (line 14). What is the meaning of the word “nervous”?
  - a. afraid
  - b. calm
  - c. cool
  - d. worried
2. “She imagined her father would be angry .....” (line 16-17). What is the synonym of the word “imagined”?
  - a. expect
  - b. thought
  - c. realized
  - d. understood
3. “ ....., she must pass through a narrow slippery street, .....” (line 13-14). What is the opposite of the word “narrow”?
  - a. little
  - b. slim
  - c. thin
  - d. wide
4. “So, she tried bravely” (line 12). What does the word “she” refer to?
  - a. The writer’s friend
  - b. Rita

- c. The writer
  - d. The writer's sister
5. ".....she realized her ability to ride a motorcycle" (line 9). What is the meaning of the word "ability"?
    - a. attitude
    - b. custom
    - c. habit
    - d. skill
  6. When did Rita's father buy an old motorcycle?
    - a. When Rita's father was fifty years old.
    - b. When Rita was a small child.
    - c. When Rita was twelve years old.
    - d. When Rita was ten years old.
  7. Where did Rita learn to ride the motorcycle?
    - a. Rita learned motorcycle around a field in her village.
    - b. Rita learned motorcycle around the house.
    - c. Rita learned motorcycle in large street.
    - d. Rita learned motorcycle in a wide slippery street.
  8. What happened to Rita when she passed a narrow slippery street?
    - a. Rita asked her father to teach her.
    - b. Rita began to ride the motorcycle around the village.
    - c. Rita told her father about the accident.
    - d. Rita fell to the ditch.
  9. When did Rita fall down?
    - a. When Rita was riding the motorcycle in his village.
    - b. When Rita passed the narrow slippery street.
    - c. When Rita went home.
    - d. When Rita got nervous.
  10. What kind of motorcycle did Rita's father buy?
    - a. A new motorcycle Honda 80
    - b. A small light motorcycle Honda 75
    - c. An old motorcycle Honda 80
    - d. An old motorcycle Honda 75
  11. What is the main idea of paragraph 2?
    - a. Rita's father was very impatient to give her some directions.
    - b. Rita could ride the motorcycle by herself.
    - c. Rita learned to ride the motorcycle around a field in the village.
    - d. Rita was very happy when she rode the motorcycle.

12. Which paragraph tells about “Rita got an accident”
  - a. First paragraph
  - b. Second paragraph
  - c. Third paragraph
  - d. Fourth paragraph
  
13. Which statement is TRUE based on the fourth paragraph?
  - a. Rita’s father never let her to ride motorcycle again.
  - b. Rita’s father was very angry about her accident.
  - c. Rita did not tell her father about her experience.
  - d. Rita had permission from her father to ride motorcycle.
  
14. Which paragraph tells that Rita’s father just give advices and he is not angry to the Ritas’s accident?
  - a. First paragraph
  - b. Second paragraph
  - c. Third paragraph
  - d. Fourth paragraph
  
15. Which statement is NOT TRUE based on the first paragraph?
  - a. Rita learned to ride motorcycle when she was ten years old.
  - b. Rita’s father refused Rita’s request to ride motorcycle.
  - c. “Honda 75” is the fast motorcycle.
  - d. “Honda 75” is an old motorcycle.
  
16. What does the text tell about?
  - a. Rita’s embarrassing memories
  - b. Rita’s experience in riding motorcycle
  - c. Rita’s father experience to buy motorcycle
  - d. Rita got an accident
  
17. Based on the text, was Rita’s father angry with her?
  - a. No, he was not
  - b. No, she was not
  - c. Yes, he was
  - d. Yes, she was
  
18. Which statement is TRUE based on the text?
  - a. Rita’s father gave Rita some instructions impatiently.
  - b. Rita’s father would teach Rita to ride motorcycle later.
  - c. Rita could not ride motorcycle bravely.
  - d. Rita expected that her father would never let her to ride again.

19. What did Rita tell to her father about the accident that happened?
- Yes, she did.
  - No, she did not.
  - Yes, she does.
  - No, she does not.
20. Did Rita get permission from her father to ride after she got the accident?
- Yes, she does.
  - No, she does not.
  - Yes, she did.
  - No, she did not.



Answer Key

1. A	11. C
2. B	12. C
3. D	13. D
4. B	14. D
5. D	15. C
6. D	16. B
7. A	17. A
8. D	18. A
9. B	19. A
10. D	20. C

Distribution of exercise items

Aspects to be evaluated	Items
1. Word Comprehension	1-5
2. Sentence Comprehension	6-10
3. Paragraph Comprehension	11-15
4. Text Comprehension	16-20

## VII. Teaching Learning Activities

No.	Experimental Group		Time	No.	Control Group		Time
	Teacher	Students			Teacher	Students	
1.	Setting Induction  a. Greeting the students.  b. Checking the students' presence.  c. Stating the objectives.	a. Answering greeting.  b. Attention.  c. Attention.	5'	1.	Setting Induction  a. Greeting the students.  b. Checking the students' presence.  c. Stating the objectives.	a. Answering greeting.  b. Attention.  c. Attention.	5'
2.	Pre-reading activity  a. Giving leading questions to the students related to the text entitled "My First Experience in Riding Motorcycle".  b. Distributing the reading text entitled "My First Experience in Riding Motorcycle".	a. Answering the leading questions.  b. Receiving the text.	5'	2.	Pre-reading activity  a. Giving leading questions to the students related to the text entitled "My First Experience in Riding Motorcycle".  b. Distributing the reading text entitled "My First Experience in Riding Motorcycle".	a. Answering the leading questions.  b. Receiving the text	5'
3.	Whilst-reading activity  a. Explain about the recount text.  b. Asking the students to notice the	a. Attention.  b. Notice the title, or the picture and guess what the text is about and to	35'	3.	Whilst-reading activity  a. Explain about the recount text.  b. Asking the students to read the text	a. Attention.  b. Read the text individually.  c. Underline	35'

	<p>title, or the picture and guess what the text is about and to underline the difficult words and find the meaning. (Survey)</p> <p>c. Asking the students to look at glance the text and formulate the questions related with the topic. (Question)</p> <p>d. Asking the students to read the text individually. (Read)</p> <p>e. Asking the students to remember about the important points of the text and to find the answers of the questions they have formulated previously. (Recite)</p> <p>f. Asking the students to review the points,</p>	<p>underline the difficult words and find the meaning.</p> <p>c. Look at glance the text and formulate the questions related with the topic.</p> <p>d. Read the text individually.</p> <p>e. Remember about the important points of the text and to find the answers of the questions they have formulated previously.</p> <p>f. Asking the students to review the points, passage, and their answers of the text and reread the text if they fail to find the answers (if it is needed).</p>			<p>individually.</p> <p>c. Asking the students to underline the difficult words and find their meanings using their dictionaries.</p> <p>d. Asking the students to ask about content of the text.</p>	<p>the difficult words and find their meanings using their dictionaries</p> <p>d. Asking.</p>	
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	<p>passage, and their answers of the text and reread the text if they fail to find the answers (if it is needed). (Review)</p>						
4.	<p>Post-reading activity</p> <ol style="list-style-type: none"> <li>a. Asking the students to do the exercises individually.</li> <li>b. Discussing the result of the recount that has been read and answered by the students.</li> <li>c. Asking the students to review and draw the conclusion from the material that has been learned.</li> </ol>	<ol style="list-style-type: none"> <li>a. Do the exercises individually.</li> <li>b. Attention and answer.</li> <li>c. Review and draw the conclusion from the material that has been learned.</li> </ol>	30'	4.	<p>Post-reading activity</p> <ol style="list-style-type: none"> <li>a. Asking the students to do the exercises individually.</li> <li>b. Discussing the result of the recount that has been read and answered by the students.</li> <li>c. Asking the students to review and draw the conclusion from the material that has been learned.</li> </ol>	<ol style="list-style-type: none"> <li>a. Do the exercises individually.</li> <li>b. Attention and answer.</li> <li>c. Review and draw the conclusion from the material that has been learned.</li> </ol>	30'
5.	<p>Closure</p> <ol style="list-style-type: none"> <li>a. Giving homework to the students.</li> <li>b. Parting.</li> </ol>	<ol style="list-style-type: none"> <li>a. Attention.</li> <li>b. Answering the parting</li> </ol>	5'	5.	<p>Closure</p> <ol style="list-style-type: none"> <li>a. Giving homework to the students.</li> <li>b. Parting.</li> </ol>	<ol style="list-style-type: none"> <li>a. Attention.</li> <li>b. Answering the parting</li> </ol>	5'



POST TEST

Subject	:	English
Grade/ Semester	:	VIII/ 2
Skill	:	Reading Comprehension
Text	:	Recount
Time	:	60 Minutes

Instructions :

1. Write your name and class.
2. Read the texts carefully and choose the best answer to the following questions.

**Choose the correct answer based on the text by crossing (x) a, b, c, or d on your answer !**

Read the text and answer the questions 1 to 10

Line 1	<p>Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.</p>
Line 5	<p>Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.</p> <p>Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.</p> <p>In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.</p>

(taken from: Let's Talk, 2005:173)

1. What is the best title for the text above?
  - a. Arriving in Bunaken Island
  - b. Briefing in Bunaken Island
  - c. Go to Bunaken Island
  - d. Diving in Bunaken Island
2. What does the text tell about?
  - a. A trip for New Zealand
  - b. A trip of New Zealand rider
  - c. A trip to an Island
  - d. A trip to Bunaken Island

3. What is the main idea of the first paragraph?
  - a. I left New Zealand for Bunaken Island last year.
  - b. I left New Zealand for Bunaken Island with New Zealand divers.
  - c. I went there with a group of New Zealand divers.
  - d. I went to Bunaken Island with a group of New Zealand divers.
4. Where is the main idea of the third paragraph?
  - a. In the first and the last sentence
  - b. In the last sentence
  - c. In the middle of the paragraph
  - d. In the first sentence
5. Where did the writer go to last year?
  - a. Bunaken beach
  - b. Bunaken island
  - c. New Zealand
  - d. New Zealand island
6. When did they get a general briefing?
  - a. After they arrived at Bunaken.
  - b. After they arrived at New Zealand.
  - c. Before they arrived at Bunaken.
  - d. Before they arrived at New Zealand.
7. When did the writer begin his diving?
  - a. After arriving at Bunaken Island.
  - b. After describing Bunaken Island.
  - c. After getting a general briefing.
  - d. After taking pictures under water.
8. "We saw groups of tiny fish" (line 5). The word "tiny" means ...
  - a. colorful
  - b. funny
  - c. various
  - d. small
9. "I went there with a group of New Zealand divers" (line 1). What does the word "there" refer to?
  - a. Bunaken Island
  - b. Island
  - c. New Zealand
  - d. Habitat
10. "It included a description about how to take pictures under water" (line 3-4). What does the word "it" refer to?
  - a. A general briefing
  - b. A good guide

- c. The trip
- d. Taking pictures

Read the text and answer questions 11 to 20

Line 1	One day my brother and I were playing badminton behind our house when I saw a cat on our mango tree. It looked scared and we thought it couldn't get down. So, we decided to do something.
Line 5	First, I helped my brother to climb the tree and help it. He reached the cat and passed it to me. It was difficult because the tree was so high. When my brother began to come down, a branch broke. He couldn't move up or down. I went inside the house and asked Dad to help my brother. Then he borrowed a ladder from our neighbor and help my brother down. As soon as my father left, the cat climbed the tree again.
Line 10	This time we didn't try to help it.

(taken from: English on sky 2, 2007:204)

11. A good title for the text is ....
  - a. Badminton
  - b. The cats
  - c. Climbing
  - d. The tree
12. What does the text tell about?
  - a. Climbing the tree
  - b. Helping my father
  - c. Helping the cat
  - d. Playing badminton
13. Where is the main idea of the first paragraph?
  - a. In the middle of paragraph
  - b. In the last sentence
  - c. In the first sentence
  - d. In the first and the last sentence
14. Where is the main idea of the second paragraph?
  - a. In the middle of the paragraph
  - b. In the last paragraph
  - c. In the first sentence
  - d. In the first and the last paragraph
15. Where were my brother and I playing badminton?
  - a. Behind my house
  - b. Behind our house
  - c. Behind our mango tree
  - d. Behind our tree

16. Who helped the cat climbed the tree?
  - a. The writer
  - b. The writer's brother
  - c. The writer's father
  - d. The writer's mother
17. Why did the writer want to help the cat?
  - a. Because the cat climbed their mango tree and the tree was so high.
  - b. Because the cat climbed the tree and the writer wanted to help it.
  - c. Because the cat looked scared and couldn't get down.
  - d. Because the writer wanted to climb the tree and passed the cat to his brother.
18. "It was difficult because the tree was so high" (line 5). What is the synonym of the word "difficult" in the second paragraph?
  - a. slow
  - b. rough
  - c. hard
  - d. weak
19. "Then he borrowed a ladder from our neighbor and help my brother down" (line 7-8). What does the meaning of word "our"?
  - a. The writer and his brother
  - b. The writer and his family
  - c. The writer and the cat
  - d. The writer's brother and father
20. "He reached the cat and passed it to me". (line 4-5). What does the word "it" refer to?
  - a. The branch
  - b. The cat
  - c. The tree
  - d. The mango tree

Answer key

1. C	11. B
2. D	12. C
3. B	13. C
4. D	14. C
5. B	15. B
6. A	16. B
7. C	17. C
8. D	18. C
9. A	19. A
10. A	20. B

Reading Test Item Distribution

No.	Indicators	Reading test items number
1.	Comprehending word meaning	8,9,10,18,19,20
2.	Comprehending sentences	5,6,7,15,16,17
3.	Comprehending paragraph	3,4,13,14
4.	Comprehending the whole text	1,2,11,12