



**THE EFFECT OF USING THE SQ3R (SURVEY, QUESTION,
READ, RECITE, AND REVIEW) METHOD IN TEACHING
READING COMPREHENSION ON GRADE-10 STUDENTS'
READING ACHIEVEMENT AT MA NEGERI 2 JEMBER.**

THESIS

By:

**RESTI LUTVIANI CHARISMA PUTRI
NIM 060210491090**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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CONSULTANTS' APPROVAL

THE EFFECT OF USING THE SQ3R (SURVEY, QUESTION, READ,
RECITE, AND REVIEW) METHOD IN TEACHING READING
COMPREHENSION ON GRADE-10 STUDENT'S READING
ACHIEVEMENT AT MA NEGERI 2 JEMBER.

THESIS

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Department
The Faculty of Teacher Training and Education, Jember University

Name	: Resti Lutviani Charisma Putri
Identification Number	: 060210491090
Level	: 2006
Place and Date of Birth	: Jember, 23 Desember 1987
Department	: Language and Arts education
Program	: English Education

Approved by:

Consultant I,

Consultant II,

Dra. Wiwiek Istianah, M.Kes., M.Ed., App.Ling
NIP 19501017 198503 2 001

Dra. Musli Ariani, M.App. Ling
NIP 196806021994032001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and accepted by the Examination Committee of the Faculty of Teacher Training and Education of Jember University

Day : Tuesday
Date : February 21st, 2012
Place : Faculty of Teacher Training and Education

Examination Committee:

The Chairperson,

The Secretary,

Drs. Annur Rofiq, M.A, M.Sc.
NIP. 19681025 199903 1 001

Dra. Musli Ariani, M.App, Ling
NIP 196806021994032001

The Members,

Signatures

1. Drs. Bambang Suharjito, M.Ed
NIP 19611023 198902 1 001

1.

2. Dra. Wiwiek Istianah, M.Kes., M.Ed., App.Ling
NIP 19501017 198503 2 001

2.

The Faculty of Teacher Training and Education
The Dean,

Drs. H. Imam Muchtar, S.H., M.Hum
NIP 19540712 198003 1 005

DEDICATION

This thesis is honorably dedicated to:

*My beloved father, Latiful Djamal and my beloved mother, Muslicha Erfan,
and my lovely brother and sister*

MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ
أَوْتُوا الْعِلْمَ دَرَجَاتٍ (المجادلة: 11)

“Allah will exalt to suitable rank and degree those of you who believe and those who have been granted knowledge”.

(The Holy Qur'an, Al-Mujadalah : 11)

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I believe that this thesis might still have some weaknesses. Therefore, I really hope that there will be some criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will provide some advantages to the readers.

Jember, January 2012

Resti Lutviani C.P

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SUMMARY

The Effect of Using the effect of the SQ3R (Survey, Question, Read, Recite and Review) Method in Teaching Reading Comprehension on the Grade-10 Students' Reading Achievement at MAN 2 Jember ; Resti Lutviani Charisma Putri, 060210491090; 2012; 42 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Reading is one of essential language skills that should be mastered by students especially at MAN 2 Jember in English language learning. The process of Reading is guessing and understanding the ideas and receiving the message from the reading text being read. After reading, the reader should understand the writer's message or important information stated in the text whether specific information or general information. Based on the informal interview with the grade-10 English teacher of MAN 2 Jember on July 22th, 2011, the students experienced difficulties in learning English, especially in reading comprehension. Some students were less motivated to learn English and they were not interested in reading. Some other students even gave no attention during the teaching learning process especially in teaching reading comprehension. This happened because the technique or method used by the English teacher was too monotonous.

In this case, the teacher needs to teach by using suitable method. The teacher can use a method in teaching learning process to give the students the best way in comprehending a text, especially when teaching reading. One of the ways that may have a significant effect on the teaching reading comprehension is Survey, Question, Read, Recite, Review (SQ3R).

The design of this research was an experimental research. The purpose of this research was to know whether or not there was a significant effect of using SQ3R (Survey, Question, Read, Recite and Review) Method in Teaching Reading

Comprehension on the Grade-10 Students' Reading Achievement at MAN 2 Jember

The area of this research was MAN 2 Jember. It was chosen because the English teacher never used SQ3R method in English teaching learning activity, especially in teaching reading comprehension. There were also no previous research findings of the use of composite pictures in teaching reading comprehension done in this school.

The respondents of this research were XF as the experimental group and XD as the control group. Those classes were chosen by cluster random sampling by lottery after knowing the homogeneity of the population. The total number of the respondents was 77 students. The experimental group consisted of 40 students who were taught reading comprehension by using SQ3R method. The control group consisted of 37 students who were taught reading comprehension by using Individual silent reading technique.

The primary data of this research were collected from students' score of reading comprehension test while the supporting data were gained from the interview and documentation. The primary data were analyzed by using independent sample t-test. The result indicated that the use of SQ3R method has a significant effect on Grade-10 students' reading comprehension achievement at MA Negeri 2 Jember. Based on the computation of the t-test formula of the scores of the post test, it showed that the statistical value of t-test was 2.95. Then t-table at significant level 5% with df (75) was 1.99. It means that the statistical value of t-test was higher than that of t-table ($2.95 > 1.99$). Consequently, the null hypothesis (H_0): "The use of SQ3R method does not have a significant effect on grade-10 students' reading comprehension achievement at MAN 2 Jember" was rejected. On the other hand, the alternate hypothesis: "The use of SQ3R method has a significant effect on grade-10 students' reading comprehension achievement at MAN 2 Jember" was accepted. Thus, it can be stated that SQ3R method significantly has an effect on the grade-10 students' reading comprehension achievement at MAN 2 Jember.

In conclusion, using SQ3R method has a significant effect on reading comprehension achievement. Based on the result of the research, the English teacher is recommended to use SQ3R method as an alternative teaching method in teaching English especially teaching reading comprehension.