# THE EFFECT OF TEACHING READING THROUGH SQ3R TECHNIQUE ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT SMUN I LAMONGAN IN THE ACADEMIC YEAR 1999/2000

THESIS

Proposed to fulfill the Requirements to Obtain the Degree of S-1
at The English Program at the Department of Language and Arts
of The Faculty of Teacher Training and Education
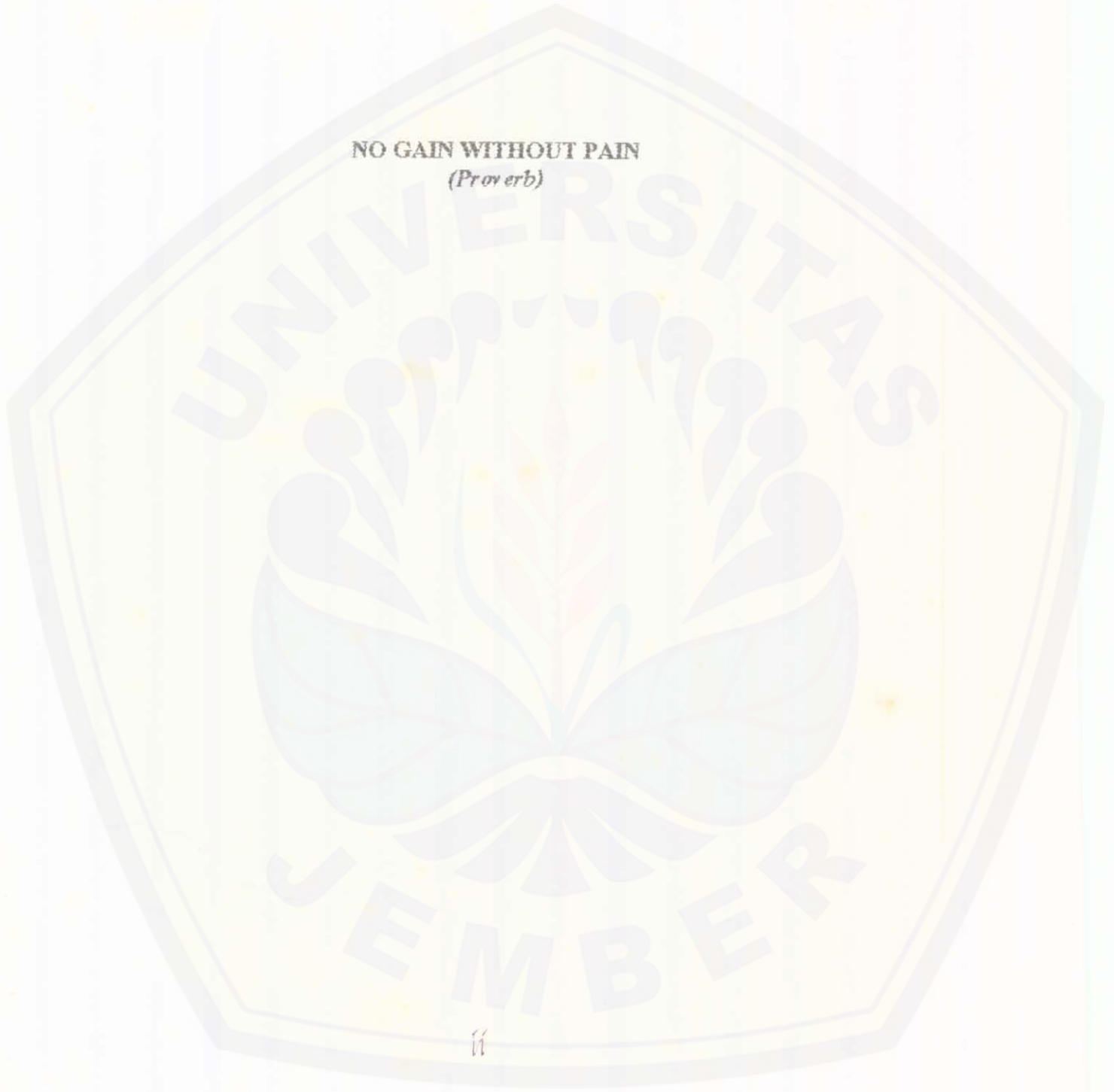The University of Jember
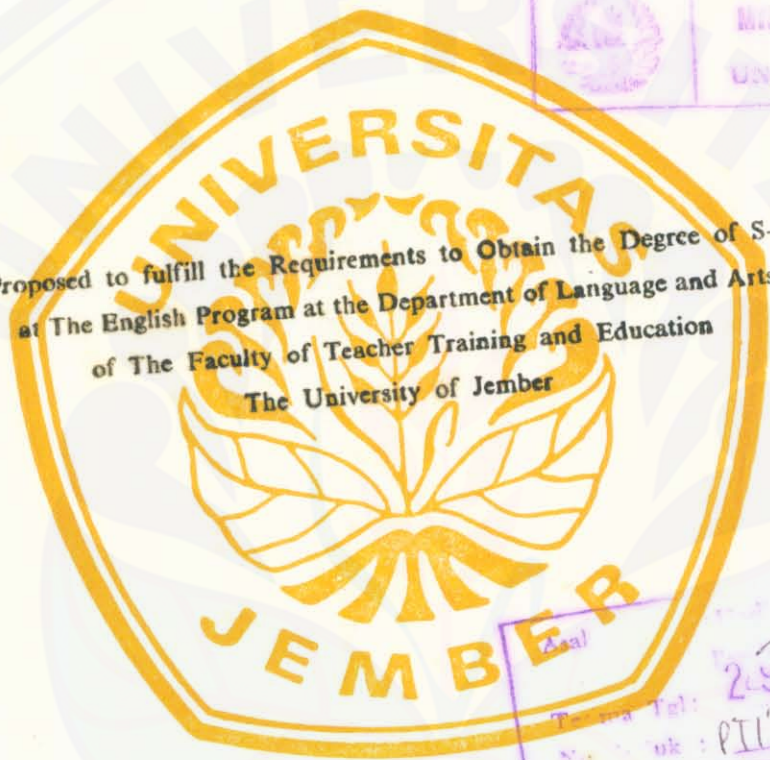
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March, 2000

MOTTO:

NO GAIN WITHOUT PAIN
(Proverb)

DEDICATION

This thesis honorably dedicated to ones who care me much:

- ☐ **My parents, Zainal Abidin Taslim and Marliyah Hasyim**
- ☐ **My brother and Sisters, mba' Ichwana and mas Jalil, Lilik Uzlifatul Jannah and Rizal Fachruddin**
- ☐ **My best friend de' Ainun Najikha**

(May Allah bless YOU all till the end of time)

CONSULTANTS' APPROVAL SHEET

THE EFFECT OF TEACHING READING THROUGH SQ3R TECHNIQUE ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT SMUN I LAMONGAN IN THE ACADEMIC YEAR 1999/2000

THESIS

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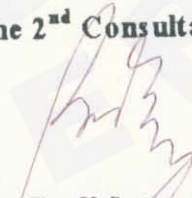Department   : Language and Arts
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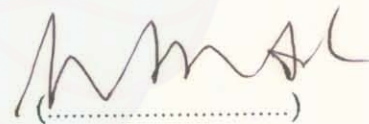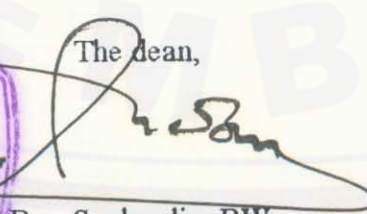Firstly, I would like to express my greatest gratitude to the supreme of God, Allah *Subhanahu Wa Ta'ala* who has given me deep love, valuable guidance, the blessing, and the ability to to finish writing this thesis.

I also would like to express deepest appreciation and sincerest thank to the:

1. Dean of Faculty of Teacher Training and Education;
2. The Chairwoman of Language And Arts Department;
3. The Chairman of English Program;
4. The First and Second Consultants who have spent their countless hours giving guidance and advice;
5. The headmaster of SMUN I Lamongan;
6. The English teachers of SMUN I Lamongan;
7. Everyone who are labeled *The E-PRO 1995*.

Finally, I have done the best for this thesis; therefore, there must be weaknesses in this thesis, so construction and suggestion are badly expected and fully appreciated .

Jember, Maret 2000   *Uzlifatul Masruroh Isnawati*

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ABSTRACT

Uzlifatul Masruroh Isnawati, March, 2000, The Effect of Teaching Reading Through SQ3R Technique on The Students' Achievement in Reading Comprehension at SMUN I Lamongan in The Academic Year 1999/2000.
Thesis, English Program, Language And Arts Department, Faculty of Teacher Training And Educational Sciences, The University of Jember.

Consultants: (1) Drs. Sugeng Ariyanto, Dip.TESOL, MA
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SQ3R is one of the effective techniques in teaching reading, but EFL (English as a foreign language) teachers at secondary, especially at SMUN I Lamongan are not familiar with this technique. In relation to this idea, the research is to observe whether or not there is a significant effect of teaching reading through SQ3R technique on the students' achievement in reading comprehension at SMUN I Lamongan in the academic year 1999/2000. To get the research data, I have used some research instruments, such as: test, interview, observation, and document. The collected data have been analyzed by using t-test formula with significant level of 5 %. The result of the data analysis shows that the statistical value of t-test is 4,530906206 while the critical value of t-test table with the degree of freedom 86 is 1,980. This means that the statistical value of t-test is higher than the critical value of t-table. In other words, the hypothesis is accepted and the null hypothesis is rejected. So, it is concluded that there is a significant effect of teaching reading through SQ3R technique on the students' achievement in reading comprehension at SMUN I Lamongan in the academic year 1999/2000.

Key Words : SQ3R Technique, Reading Comprehension Achievement.

I. INTRODUCTION

1.1 Background of The Study

English is regarded as a compulsory subject that is taught at many levels of education in Indonesia. The objective of English learning in SMU (Sekolah Menengah Umum) is to make the students able to communicate in English either actively or passively. This means that they should master the four language skills; listening, speaking, reading and writing. In addition, the objective of English learning as required by SMU English curriculum (1994:10), is the students' mastery of the target language about 2500 words.

Of the four language skills, reading has the most important roles in English classes at SMU because the units of English textbooks mostly present reading passages. Meanwhile, Eskey (in Carrel et.al, 1988:1) states that in advanced level of second language, the ability to read the written language at a reasonable rate and with good comprehension has long been recognized to be as important as oral skills, even more important. This fact leads to one clear conclusion: the more efficiently you read better chances of becoming a successful student. The main problem in teaching English is how to help students comprehend their reading texts. They might not comprehend the text although they have read them.

Since learning to read depends on motivation, practice, and reinforcement (Burns, et al. 1984:11), the teacher's responsibility is not only to teach but also to motivate their students and to find the way of teaching that gives students opportunities to improve their reading comprehension.

So far as I am concerned with reading techniques at SMU, many English teachers often implement oral reading and silent reading for example, asking their students to read aloud. However, if the students read a reading passage aloud, they will experience a way of passing 45 minutes or so with as little trouble as possible for the teacher (Hill and Dobbyn, 1979:69). Moreover, they might concentrate on the correctness of pronunciation or spelling rather than finding the information

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on the reading text. For this reason, I have determined to conduct a research using SQ3R that might be more effective than non SQ3R reading techniques.

1.2 Research Problem

The problem of the research is as follows:

Is there any significant effect of teaching English through SQ3R techniques on the students reading comprehension achievement of second year students at SMUN I Lamongan in the academic year 1999/2000?

1.3 Operational Definitions

1.3.1 SQ3R

"SQ3R" in this research is a reading technique developed by Francis P Robinson (1941) which stands for Survey, Question, Read, Recite and Review.

1.3.2 Reading Comprehension Achievement

Reading Comprehension Achievement in this research refers to the students' understanding in reading a text. The indicators of reading comprehension are literal comprehension (understanding explicitly the stated information) and inferential comprehension (understanding implicitly the unstated information). Their achievement can be seen on their test scores.

1.4 The Objective of The Research

The objective of the research is to know the effect of teaching English through SQ3R technique on the student's achievement in reading comprehension of the second year students at SMUN I Lamongan in the academic year 1999/2000.

1.5 The Significance of the study

1.5.1 For the English Teacher

This research is expected to:

give feedback to the teacher that SQ3R can be used to help their students to improve their reading skill.

1.5.2 For The Students

This research is expected to:

enable the students to learn English through SQ3R techniques.
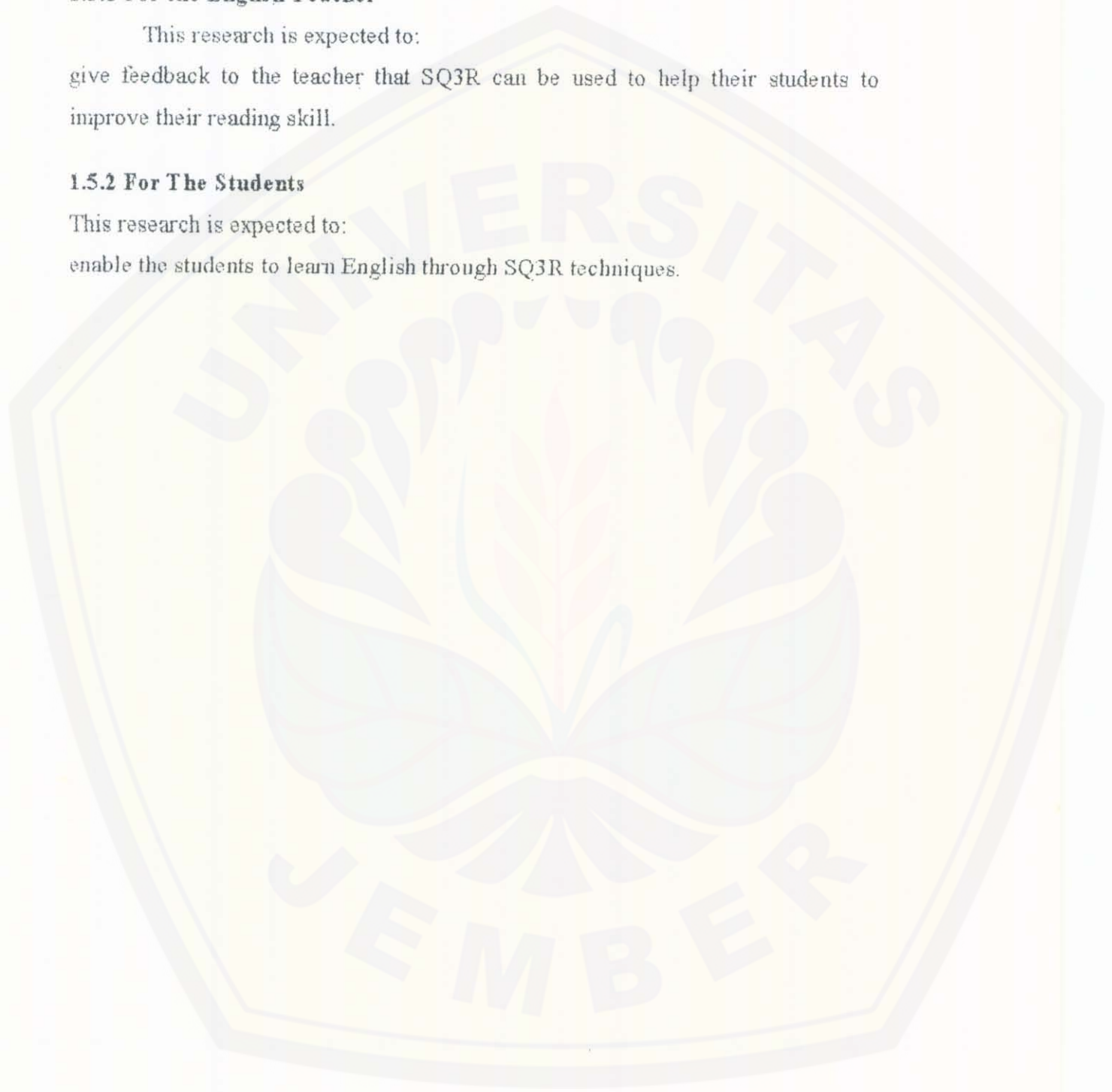
II.RELATED LITERATURE REVIEW AND HYPOTHESIS:

Reading Comprehension and its Techniques in EFL Learning Activities

2.1 Reading Comprehension

As mentioned earlier (see page 3) reading comprehension in this study deals with the students' ability to understand reading texts. However, many linguists have different ways of describing what comprehension means. For examples, Smith (1985:78) notes that reading comprehension is a matter of getting your questions answered.

In addition Adler (in Gie, 1984:61) states that reading is the process of understanding what present itself to the senses in the form of words or other sensible marks. In fact, reading is not merely an activity of our eyes to see a set of sentences on passage or texts. Based on the previous ideas, reading is a complex activity to understand the meaning of the printed words.

In reading activities, covering the words or pages means little if the students do not grasp the meaning from what they read. As stated by Grellet (1996:3) that understanding a written text means extracting the required information from it as efficiently as possible. Moreover Mc.Neil (1992:16) says that reading comprehension is acquiring information from context and combining the disparate elements into a new whole. It is a process using one's existing knowledge to interpret text in order to construct meaning. Based on this idea, reading comprehension is acquiring information of reading text.

Meanwhile, Grellet (1996:4) who quotes Murnby's ideas (1978) thate reading skills include as follows:

* Recognizing the script of language;
* Deducing the meaning and use unfamiliar lexical items;
* Understanding explicitly the stated information;
* Understanding information when not explicitly stated;
* Understanding conceptual meaning; and some other skills.

The above lists show that reading skills cover the understanding of the explicitly stated information (literal comprehension) and the understanding of the implicitly unstated information (inferential comprehension).

In addition Burns. et. al (1984:177) clarify a number of different levels in understanding materials. He states that the ideas that are directly stated in a reading texts are literal comprehension, to read between the lines is inferential comprehension; to read for evaluation is critical reading; and to read beyond the lines is creative reading. Moreover Whorter (1989:251) says that to read well, the reader must go beyond what the author says and also considers what he or she *means*.

Referring to all previous statements, this study is focused on the following skills, understanding explicitly the stated information or literal comprehension and understanding implicitly unstated information or inferential comprehension.

2.1.1 Literal Comprehension

Literal comprehension deals with getting the explicit information. Fairbairn and Winch (1996:9) note that the text content: is literal in character, that is words are used with their usual meaning. For example, in the sentence *I go to school* all the words in the sentence are used in every day sense.

Burns et. al (1984:177) state that reading for literal comprehension involves acquiring information that is directly stated in a paragraph. The information is important in itself and is also a prerequisite for higher level understanding. It can be said that literal reading is the basic to all reading skills, so it is considered as the easiest phase of reading activities.

Meanwhile, Gie (1984: 67) states that if the readers only read or recognize what explicitly stated in a reading passage, they apply literal reading comprehension. This means that they do not need to infer of the unstated message, or non visual information (Smith, 1985:14).

So, literal comprehension in this study refers to the understanding the stated information in a passage.

2.1.2. Inferential Reading Comprehension

It is common that some authors explicitly state the ideas but they sometimes implicitly state them in the passage as Smith (1985:13) calls as non visual information. To know the meaning of the passage, Wood (1991: 206) says that instead of using the authors' clues, the readers may also use their prior knowledge to infer the content of the passage.

While, Whorter (1989: 254) notes that an inference is an educated guess or prediction about something unknown based on available facts and information. Further, he explains about connection between what the readers know and what they do not know.

In addition, Grellet (1996:14) says that inference means making use of syntactic, logical and cultural clues to discover the meaning of the unknown elements of the passage.

Moreover, Arnaudet and Barret (1984:12) state:

when the controlling idea is never stated directly, but only implied, in this kind of arrangement the reader must synthesize all the supporting ideas and draw conclusion as to what the unifying principal behind them is. When the writer does not explicitly stated the controlling idea, the reader must make the *inference.*

This means that when the readers find the unstated information in the passage, they must use the clues provided by the author to make an inference.

The inferential comprehension in this study refers to the understanding the unstated information in a passage.

2.2. Reading Techniques

Different teachers have different choices of teaching techniques, especially when they teach at secondary schools. While referring to the curriculum 1994, the SMU teachers of English may implement different reading techniques to teach their students to understand reading passages in the classroom. Some may use oral reading techniques, but some others may use silent reading or even SQ3R .

2.2.1. Oral Reading

Reading aloud or oral reading is traditionally encouraged by most EFL/ESL teachers long before communicative approach of language teaching was introduced in 1970s (Richards and Rodgers, 1986:31). By using this technique, EFL teachers expect their students to understand reading texts. In this way, they can train their students how to pronounce the text words properly instead of how to understand them. This is supported by White (1982:22) who finds that reading aloud maybe helpful for the teacher to read the passage aloud to the class while the pupil follow the text in their books. On this point, Flesher (1988:2) notes that recent research has provided substantive empirical evidence indicating that reading aloud to native English-speaking children improve their comprehension and encourage them to read.

In addition Grellet (1996:10) says that in most cases silent reading should be encouraged although the teacher may sometimes need to read parts of the text aloud while the students themselves should not read aloud.

From this idea, I assume that reading aloud in fact is particularly important for EFL learners at the early stage of learning.

However, they may not realize that oral reading may disturb the students' concentration on the meaning, because at the same time they have to concentrate on how to pronounce the text words.

2.2.2. Silent Reading

Silent reading is the activity of reading silently or without reading it loudly. The first point to note when practicing reading in the classroom is that it is a silent activity (Grellet, 1996:10). Further, Grellet explains that the students themselves should not read aloud. It is an extremely difficult exercise, highly specialized and it would tend to give the impression that all texts are to be read at the same speed. In other words, by silent reading many words or expressions are simply skipped, the readers go back to check something or forward to confirm of their hypothesis and this activity can not be done in reading aloud. Eisterhold (in Carrel et. al., 1988: 86) says

that Sustained silent reading (SSR) is an excellent activity for ESL reader. In addition Grellet (1996:10) says that in most cases silent reading should be encouraged although the teacher may sometimes need to read parts of the text aloud while the students themselves should not read aloud.

In other words, students may become self directed agents seeking the meaning. For this reason, the students should follow the reading steps of SQ3R which is the main concern of this study.

2.3 SQ3R

As mentioned earlier in introduction (see page 2) SQ3R in this study refers to the reading technique developed by Francis P. Robinson (1941) which stands for Survey, Question, Read, Recite, and Review.

2.3.1 Survey

Survey is the first step on SQ3R. Wood (1996:168) states that survey is an activity before reading a text. The readers are suggested to look through the text to become familiar with its content and organization.

Burns et. al (1984:266) explain that as the students read a text, they should notice its chapter. titles, its introduction, summary paragraphs. They should also inspect any visual aids such as maps, graphs, or any illustration. This initial survey provides a framework for organizing the facts that later derived from reading.

In addition, Paulston and Bruder (1976:201) say that surveying the pages is intended to get the general idea of the material. Further, they add that in surveying the material, the reader should skim quickly over the topic headings, look at the pictures, graphs, charts, or diagrams to see if there is a summary at the end.

Thus, *Survey* is pre-reading activity which provides information about the text and to familiarize the students with the reading text itself.

2.3.2 Question

Wood (1996:168) states that questions will serve to guide the students effort towards the discovery of the points which the teacher wishes to stress. For example, asking the following question about this section: *What is SQ3R ? How is reading described as an interactive process ?* etc. Further Wood explains that formulating questions of this type will help the readers concentrate and think about the material as they read it.

Meanwhile, Burns et. al (1984:266) say after rapid survey, the students are asked to formulate questions that are expected to be answered in reading. The headings may give some clues in formulating questions. Similarly, Paulston and Bruder (1976:201) note that by formulating questions, it will help the students to read with the purpose, look for specific answers and anticipate the essential points of information.

Referring to all statements, I conclude that *Question* is the activity of the students to formulate questions in order to prepare the students to read for a specific purpose.

2.3.3 Read

As to the third step in SQ3R, *Read* Wood (1996:168) suggests the readers to read the material in each section, to answer the questions. Besides, Burns.et.al. (1984:266) remark that *read* is the step to read all the selection in order to answer the questions which have been formulated. Since it is purposive reading, making brief notes might be helpful.

In accordance with those statements, I can sum up that *Read* here means the activity of students to read the reading material actively with the purpose for which they are seeking answers.

2.3.4 Recite

Recite is the step to remember the main points of reading text without reading at the text.

Wood (1996:169) states that when students finish reading passage, they have to recite the main points of the passage. If they fail, go back and reread the passage then, once again look away and recite. Further, Wood describes that recitation helps the students transfer new materials to their long-term memory. Then they can relearn it later fairly rapidly. Besides, Paulston and Bruder (1976:201) note that at the end of each section, the readers should summarize the material by reciting the important points. Recitation will help students to consolidate the information about what has been read.

Meanwhile, Fairbairn and Winch (1996:22) describe that in *recite* the students may recite what they have learned.

In addition, Burns et. al (1984:266) suggest that having read the selection, the readers should try to answer each of the questions that have been formulated earlier without looking back at the material or reading text.

In brief, I can assume that *Recite* or *recall* is the activity of students in transferring the material to their long term-memory to test whether they have already understood or not about what they have read.

2.3.5 Review

Review is the reading step to reread the reading passage. Out this point, Garry and Kingsley (1970:454) state that *reviews* are usually necessary and also have value for comprehension. Furthermore, he says that it is to find the missing point in the first reading process. In the light of thought of the whole chapter as grasped in the first reading, new points may include more accurate interpretations in various paragraphs. This is supported by Burns' et. al. (1984: 226) statement that in *Review* the students are asked to reread to verify or correct their recited answers and to have the main points of the selection in mind. Further, they understand the relationship between the

various parts. In addition, Fairbairn and Winch (1996:22) say that in *Review*, the students can review the whole process, including the difficulties of locating the information they need.

Similarly, Paulston and Bruder (1976:201) suggest the students to review the material so as soon as they have read the text.

Further, Wood (1996: 168) describes that when the students have finished reading the material; they should go back through each section to see if they can still remember the important material in it. If they cannot stop at times to recite some more.

Therefore, I think that *Review* can be regarded as the second reading used to grasp the points missing in the previous reading. *Review* helps the students to understand the reading material deeply.

2. 4 The Advantages of SQ3R

Some experts describe the advantages of SQ3R can be seen in the following statements:

Wood (1996:169) comments:

SQ3R approaches suggest the students to use what they have already known to help them understand the new materials. Accessing what they have already known as they read allow them to react, compare, add information, evaluate, interpret and mentally interact with new ideas.

The above statement shows that this technique asks the reader to involve and use his/her prior knowledge in reading activities. Further, Burns et.al (1984:266) remark that using a study method such as this will help students remember content material better than simply read the text material. Consequently, it is worthwhile to take time in the class to show the students how to go through the various steps. Moreover, SQ3R shares a basic organization in reading (Wood, 1996:170). What is meant by a basic organization here includes *pre-reading strategies, reading strategies,* and *post reading strategies.* Meanwhile, Carrel (1988:248) recommends

that several organized approaches and methods for facilitating reading through activation of background knowledge have been proposed in the literature. By "organized" he means methods that have been given names or label names have been at least somewhat codified

2.5 The Implementation of SQ3R in Teaching Reading Comprehension at SMU

The kinds of teaching and learning activities suggested by the 1994 English Curriculum as mentioned earlier require the English teachers to have a good mastery of the four language skills as well as the students. In the classroom, English teachers should be able to manage the class by involving the students a real communication.

In this case, Saukah (1998:5) remarks that reasonable adjustments to the curriculum to meet the students' needs and the condition of different classes should be allowed as long as the final goal can still be achieved, that is the mastery of the four language skills with reading as the first priority. Further, Saukah (1998:5) says that in fact, the 1994 curriculum has been so designed that teachers can develop their sense of creativity for the sake of achieving the goals. So, in order to achieve the expected results of learning in SMU, SQ3R is in harmony with the teaching reading suggested by the curriculum. They are *pre-reading activities*, *whilst reading activities*, and *post reading activities*.

The material chosen for SQ3R instruction is the content material based on the guided curriculum.

The steps that needs more explanation from the teacher is the *question* step. For example, how the students take the required heading such as, "VOLCANO, " and turn it into a question "What is volcano?" This question should be answered in the sections and the students provide a good purpose for reading. Besides, the teacher can encourage students to generate questions.

After formulating the questions, the class reads to find the answer. The teacher might make a brief note to show a model behavior that the students can follow (Burns et. al,1984:266). Then the teacher can have their students practice

recite step with the book closed. During the *review* step, the students reread to check all the answers they have just read.

In the further practice sessions, the teacher can merely alert the children to performing each step and have them all perform the steps silently at the same time (Burns et al, 1984:266). It will probably take several practice sessions before the steps are thoroughly set in the students' memories.

2.6 The Teaching Materials at SMU

The teaching materials of English at SMU include reading which one of the skills of the target language instead of listening, speaking, and writing. The Basic Course Outline to the teaching program of the curriculum 1994 states that the teaching of English covers reading, listening, speaking, and writing skills which should be taught integratedly with the main focus on the reading skills (Depdikbud, 1995:1)

However, reading texts remain the main focus of teaching English in SMU even though the curriculum also suggest writing and listening practice as well as the speaking skill.

Further, the basic course outline to the teaching program of the 1994 curriculum states the aims of the teaching reading comprehension skill as follows:

* To get a certain information:
* To get general description about the text;
* To get the main idea explicitly;
* To get the main idea implicitly;
* To get all the detailed information explicitly;
* To get the information implicitly;
* To translate the meaning of the words, phrase and he sentences based on the context;
* To get the pleasure.

In addition, the 1994 curriculum for second year students of SMU, the teaching materials of reading cover some of the following themes and sub themes:

* Welfare, with sub themes: family education, National and International Organization. Disaster

* History, with sub themes: National Heroes and World History

* Communication and Technology of Information, with sub themes: Telecomunication, Satellite of Communication

I plan to conduct a research in second quarter with Communication and Technology of Information as the theme.

2.7 The Effect of SQ3R on Achievement in Reading

It is common that reading merely involve reader's prior knowledge. As Grellet (1996:1) says that reading is a constant process of guessing a what one's bring to the text is often more important than what one's find in it. Further Grellet describes a global approach to the text as follows:

Study of the layout: title, length, pictures, typeface of the text.	→	Making hypothesis about the contents and function	+	Anticipation of where to look for confirmation of these hypotheses According to what one knows of such text types
				↓
Second reading For more detail	←	Further prediction	← Confirmation or revision of one's guesses	← Skimming through the passage
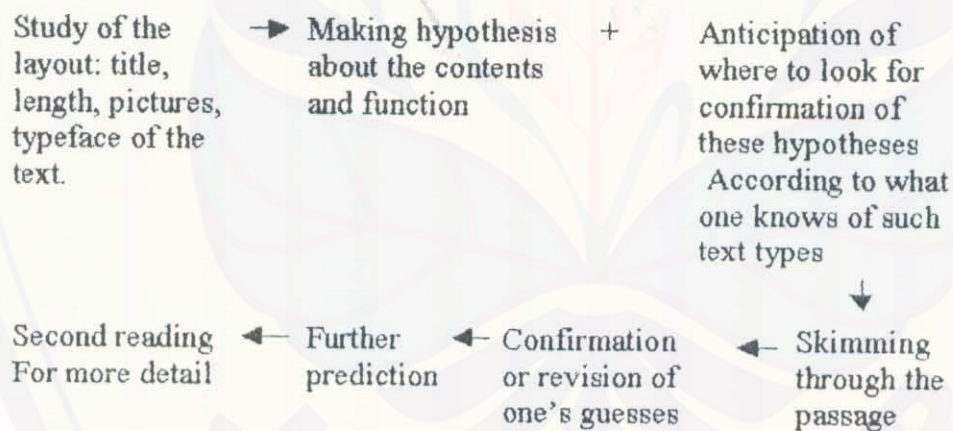
Grellet (1996:iii)

From the above description, it is obvious that Grellet's reading approach strengthens the SQ3R techniques. The first step *Survey* represents the idea of studying the layout; title, length, pictures, typeface of the text. The second step *Question* represents the idea of making hypothesis about the contents and function as

well as anticipation of where to look for confirmation of these hypotheses according to what one knows of such text types. The third step *Read* is represented by the activity of skimming through the passage. While *Recite* represents the idea of confirmation or revision of one's guesses. And the last step or the fifth step *Review* represents the idea of further prediction and second reading for more details.

Moreover, Hennings (1997:276) notes:

The SQ3R study strategies described include surveying the material to discuss the topic, the organizing, devising study questions based on the sub headings, reading, recite based on questions and reviewing. The sequences of SQ3R is powerful because the surveying and questioning help readers perceive the structure of a selection which in turn facilities comprehension by providing a framework for reading. It is powerful too because it provides a means through which readers monitor their own comprehension.

It is obvious that there is a mutual relationship between reading comprehension and SQ3R techniques.

2.8 The Process of Reading

The process of reading is extremely complex, since reading is not a single skill but a combination of many skills. Goodman (in Carrel et.al, 1988:15) notes that as the readers move through the cycles of reading they employ five processes, while the brain is the organ of information processing. Further, he explains the five processes it employs in reading are:

1. *Recognition-initiation.* The brain must recognize a graphic display in the visual field as written language and initiate reading. Normally this would occur once in each reading activity, though it's possible for reading to be interrupted by other activities, examining pictures, for example, and then to be reinitiated.
2. Prediction. The brain is always anticipating and predicting as it seeks order and significance in sensory inputs.
3. Confirmation. If the brain predicts, it must also seek to verify its prediction. So, it monitors to confirm or disconfirm with subsequent input what it expected.
4. Correction. The brain reprocesses when it finds inconsistencies or its prediction are disconfirmed.
5. Termination. The brain terminates the reading when the reading task is completed, but termination may occur for other reason: the task is non-productive; little meaning is being constructed, or the meaning is already known

or the story is uninteresting or the reader finds it inappropriate for the particular purpose. At any rate, termination is usually an open option at any point (Goodman, 1988:15-16).

This five processes have an intrinsic sequence. Prediction precedes confirmation which precedes correction. Yet, the same information may be used to confirm a prior prediction and to make a new one.

Another view concerning about the reading process is shown by Burns et.al as follows: in reading, the students must be able to
1. Perceive the symbols set before them (sensory aspect);
2. Interpret what they see as symbols or words (perceptual aspect);
3. Follow the linear, logical, and grammatical patterns of the written words (sequential aspect);
4. Recognize the connections between symbols and sound, between the words and what they represent (associational aspect);
5. Relate words back to direct experiences to give the words meaning (learning aspect);
6. Make inferences from and evaluate the material (thinking aspect);
7. Deal with personal interests and attitudes that affect the task of reading)affective aspect). {Burns et.al, 1984:4-5}

Those eight aspects are integration of the processes involved, which is learned through practice.

2.9 Some Factors Influencing Reading Comprehension.

According to Bamman and Mildred (1969:174) there are five factors influencing reading comprehension. They are: intelligence, experience, mechanics of reading, interest span, and skills of comprehension. *The first* is **intelligence**, it involves the quality and the quantity of comprehension. This comprehension is often determined by the purpose which the readers have.

The second factor influencing comprehension is **experience**. Take an example, an Indonesian student who is trying to read a selection material about the *Aborigin*, would find it very difficult and complicated to understand the material selection since they know nothing about the *aborigin* itself. From the previous

illustration, it is concluded that the more we know about the material , the better understanding will be achieved about it.

The third factor is **mechanics of reading**. It refers to the comprehension which can be easier for the readers if they have all mastered the skills of the words attached and word meaning.

The fourth factor and is **interest and interest span**. It is commonly believed that we all respond quickly to what we read if we are interested in the topic or at least familiar with it. Related to the idea, most people are interested in reading materials which is relevant to their best aptitude. In addition, it is often that the interest span is related to personality factors.

The fifth factor that mostly influence comprehension is the **comprehension** skill. The skill hopefully has been already developed for that purpose by the readers (Bamman and Mildred, 1969:177). Moreover, they explain that the ability to comprehend the reading textbook is more easy if the readers have some reading skills. Therefore, it is very clear that the reading skills are badly required by the readers to comprehend the reading materials.

In conclusion, comprehension does not first occur because the readers' eye move across a page of printed words. Understanding of a written materials, however depends on the characteristics of both the materials and the readers themselves.

3.0 The Strategy of Reading

Hennings (1997:275) notes that strategies important in reading historical text derived from the nature of history-the key ideas that give structure to the study of history: time, place, causation, and ultimate meaning, change, and tenuousness data. Such theorists are implying that teachers must help students acquire strategies to use in making meaning with content-area selections, teachers must help students develop study strategies useful across the curriculum.

Meanwhile, Harste in his book entitled *"On reading Instruction Across The Curriculum"* (1989:50) states:

"Effective teachers of reading create classroom environment in which students actively use reading in writing as tools for learning. Research shows that students tend to use learning strategies in the manner in which the strategy have been taught. For this reason, teachers can demonstrate the usefulness of reading during content-area instruction."

Concerning with SQ3R technique, Hennings notes that students must have strategies that they can apply knowingly as they study content-area books, especially the textbooks they have to read. One Study scheme that some students find it useful is SQ3R: Survey, Question, Read, Recite, Review.

The key to more effective reading is to use active strategies that the students can organize into an active process. As it is said by Harste (1989:50) that many times, when the material is easy and the students have sufficient background about the subject, they will 'just read' and understand enough. On the other hand, when the material is complicated and new to them, active strategies require a number of aggressive thought processes when 'just reading' is not enough.

3.1 HYPOTHESIS

The hypothesis of this research is:

" There is a significant effect of teaching reading through SQ3R techniques on the students' achievement in reading comprehension at SMUN I Lamongan in the academic year 1999/2000".

III. RESEARCH METHOD

3.1 Research Design

This research uses experimental design, for this research method is much more quantitative than qualitative, and it emphasizes on numbers, measurements, deductive logic, control, and experiments (Mc Millan,1992:9). The respondents are divided into two groups, the experimental and control group. A special treatment is given to the experiment group for a certain time but not for the control group. The design of this group is described as follow:

	Treatment	Post test
Experiment Group	X	T
Control Group		T

Note   X : Treatment

T : Post Test

(Suryabrata, 1983:43-44)

The Procedures of the design will be applied in this research as follows:

1. Choose the research subject and give a test to know the homogeinity of the classes by using cluster random sampling.

2. Analyze the test result statistically by using ANOVA with f-test to know the significance of Mean difference of the existing classes. It is intended to know the homogeneity of the classes.

3. From all classes, take two classes only as a sample, they the class into two groups, they are experiment and control group.

4. Maintain the same condition for both two groups, except one thing, for the experiment group is given treatment (X) by teaching them reading through SQ3R.

5. Give post test to the both classes.

6. Determine the mean of each group, that is Te-Tc, and measures the means difference of both means.

7. Use the t-test formula to test whether the difference is significance.

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3.2 Research Area

This research will be conducted in SMUN I Lamongan, because the writer is familiar with the school. In other words, the research area is chosen purposively (Mc Millan, 1992:76). Moreover, for the administration reason , it is possible for the writer to conduct the research at the school.

3.3 Research Respondents

The research respondents are the second year students of SMUN I Lamongan, but the research sample only includes some of them since the population is more than 100 students (see, Arikunto,1993:120) .Two of the five classes are chosen by cluster random sampling, as the experimental and control class.

3.4 Research Instruments

The research instruments are used for collecting the data. The instruments for collecting the data include tests, interview, documents and classroom observation. The instruments for analyzing the data can be seen on page 22.

3.4.1 Tests

In this research, the test is used to measure student's English achievement in reading comprehension using SQ3R.

As regards the test validity and reliability, the test of reading comprehension is based on the research objectives, that is to measure how far the students achieve the material on the reading test during the treatment (also see page 3). In this way, the test content validity can be observed by considering the material stated in the 1994 English Curriculum on the second quarter.

The form of the test used is objective test containing multiple choice . The subjective form is not taken because its scoring is time consuming and has lower reliability than the objective one (also see Hughes, 1989:59). In term of reliability, Saukah (1997) says that reliability refers to the consistency of the test results or scores.

For the reliability of test, Weirs (1990:3) states " if the test is valid, it must be reliable". Therefore, the test reliability will not be established. The test consists of two texts; the first text has 5 questions of literal reading and 5 questions of inferential reading. The second text also has 5 questions of literal reading and 5 questions inferential reading. In addition, text one carries 10 items that involve 5 questions of literal reading (number 1-5) and 5 items inferential reading (number 6-10). And so does the second text. The total items are 20 and the allocated time is 90 minutes. Besides, each item of the test carries the same points that is 5, so the total points are 100.

3.4.2 Interview

In this research, the guided interview is used to obtain the supporting data about the English teaching, mainly the teaching of reading comprehension. The interview is conducted with the English teacher.

3.4.3 Documents

In this research, documents are used to get some facts about the students' record of the English achievement, the school, the facilities, and the personnel of SMUN I Lamongan.

3.4.4 Classroom Observation

In this research, classroom observation is used to get the secondary data, that is the students performance in doing the test and the teaching learning process in the classroom. The observation's priority is focused on the teaching activity using SQ3R.

3.5 Data Analysis

As stated in the previous discussion, the research instrument is also used for data analysis and it includes t-test as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left[\dfrac{\Sigma X^2 a + \Sigma X^2 b}{Na + Nb - 2}\right]\left[\dfrac{1}{Na} + \dfrac{1}{Nb}\right]}}$$

(Hadi, 1990:443)

Note:

Ma = Mean of group a

Mb = Mean of group b

Exa = The total number of individual scores deviation of group a

Exb = The total number of individual scores deviation of group b

Na = Total number subject of group a

Nb = Total number subject of group b

The level of significance used in this study is 5 % because it deals with social sciences, that is linguistic (i.e, see Hadi,1990:443). For this reason, the result will be tested with the level of significance 5 % (also see Hadi, 1990:443).

IV. RESEARCH RESULT AND DATA ANALYSIS

4.1 Primary Data

4.1.1 The Result of Pre-Test

Pre-test was carried out on January 19th 2000. It was conducted to know that all classes as populations were homogeneous.

The respondents of the research were the second year students of SMUN I Lamongan in the academic year 1999/2000 as has been stated in chapter III. The second year students were divided into nine classes (I-1 up to I-9). Since it is not possible for me to take all the population as the sample; as a result, I conducted a pre - test (in the form of reading comprehension test) to know whether or not the students have the same ability. To analyze the pre-test result I have used ANOVA Single-factor formula on Microsoft- Excell Program.

The score of the pre-test can be seen on appendix 6. The final result automatically appears as follows:

Table 1: ANOVA -Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
1-1	44	2775	63,068182	63,041755
1-2	44	2836	64,454545	77,742072
1-3	44	2795	63,522727	62,301797
1-4	44	2715	61,704545	68,538584
1-5	44	2685	61,022727	57,650634
1-6	44	2745	62,386364	97,07981
1-7	44	2825	64,204545	75,515328
1-8	44	2695	61,25	54,796512
1-9	44	2755	62,613636	50,568182

Notes:

Groups	= Classes
Count	= The amount of each classes
Average	= The Mean
Variance	= The difference of Groups

Table 2: Result of ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	535,323	8	66,915	0,992	0,442	1,962
Within Groups	26111,091	387	67,471			
Total	26646,414	395				

Notes:
SS	=	Sum Square
df	=	Degree of Freedom
MS	=	Mean Square
F / Fo	=	The result of ANOVA
P Value	=	Proportion of Inference Error
t- Critic	=	The table value

Based on the above calculation, the Fo scores (result of ANOVA) 0,992 and the value of F table was 1,962. Fo is less than F table (0,992<1,962). This means that the reading ability of the second year students of SMUN I Lamongan was not significant. In other words, there is no difference on students' reading ability among the nine classes. So, I took two classes as random samples. They were II-2 as the experimental class and II-7 as the control one.

4.1.2 The Result of Post Test

The data taken from post-test were the students' score of literal and inferential reading. After having collected, the data were analyzed by using t-test to compare the results of reading comprehension test of the experimental and the control group. To know the significance of mean difference between the two groups. In this case Microsoft Excel-Application of t-test was employed. For further detail of how to operate the program, see appendix 14.

The distribution of scores can be seen on appendix 7, and the final result automatically appears as follows:

Table 3: t-test: Two sample Assuming Equal Variance.

	Variable 1	Variable 2
Mean	70,90909091	61,5909091
Variance	124,7357294	61,3636364
Observations	44	44
Pooled Variance	93,04968288	
Hypothesized Mean Difference	0	
Df	86	
t Stat	4,530906206	
P(T<=t) one-tail	9,40919E-06	
t Critical one-tail	1,662765499	
P(T<=t) two-tail	1,88184E-05	
t Critical two-tail	1,987932592	

Based on the result of data analysis, the statistical value of t-test with the degree of freedom 86 and the significance level 5 % was 4,530906206. The critical value of t-test with the degree of freedom 86 and the significant level 5% was 1.980. This shows that the alternative hypothesis was accepted and the null hypothesis was rejected, and thus there is a significance effect of teaching reading through SQ3R technique on the students' achievement in reading comprehension at SMUN I Lamongan in the academic year 1999/2000.

4.2 Supporting Data

4.2.1 The Result of Documents

The gathered data from documents dealt with some information about the educational background of the respondents, the teachers' background study of SMUN I Lamongan in the academic year 1999/2000. Below is the summary of the teachers of SMUN I Lamongan based on their professional status.

Table 4: The teacher of SMUN I Lamongan based on the level of education.

No	Level of Education	Frequency	Percentage(%)
1	S1	69	80,2
2	D3	8	15,1
3	D2	4	4,7
	Total	86	100%

Table 5: The teacher of SMUN 1 Lamongan based on the professional status.

No	Professional Status	Frequency	Percentage (%)
1	Full time	78	90,7
2	Part time	8	9,3
	Total	86	100%

Source: Document of SMUN I Lamongan 99/00

Almost all of the teachers of SMUN I Lamongan were the graduates from LPTK , mostly from IKIP and STKIP.

In addition, the school's inventory documents show that SMUN I Lamongan has a good language laboratory.

4.2.2 The Result of Interview

The interview was carried out on January, 17th 2000 with the English teachers of SMUN I Lamongan.

The data obtained from the interview were about the implementation of English curriculum 1994 and the techniques used in teaching reading. According to the teachers, the integrated skills were already implemented at the school. They said that they did not recognize SQ3R technique not only by practice but also by theories. From this information, I conclude that the students were never taught reading using SQ3R.

4.2.3. The Result of Observation

The teaching learning process mostly used lecturing method, and sometimes reading aloud is also applied by the teacher. However, the teachers taught the students based on the English curriculum 1994. For example, the General and Specific instructional objectives were based on the 1994 English Curriculum. The English book used for the second year students was the English hand book published by Prima. Besides, the worksheet (LKS) is also used in classroom activities. The students were also allowed to use the language laboratory assisted by the technician.

4.3 The Teaching and Learning Process of The Experimental Class

The research was carried out in January up to February 2000. Two classes were treated in different ways, that is one with SQ3R and the other one with non SQ3R. For management reason, I have handled both classes based on the English Lesson Schedule of the second year students. (The schedule of II-2 was on Mondays at the 1st-2nd and Tuesdays the 3rd-4th period. While the students of II-3 was on Mondays at the 3rd-4th Tuesdays at the 1st-2nd period.)

The experimental class (II-2) was taught reading using SQ3R technique and the control class (II-7) was taught using non SQ3R technique.

The detailed of lesson plan, worksheet and the process of teaching learning process can be seen on appendix 9.

4.4 Discussion

Based on the result of data analysis, the statistical value of t-test was 4,530906206. The critical value of t-table with the degree of freedom 86 and the significance level 5 % was 1,980. This shows that the value of t-test was higher than t-table. This means that there is a significant effect of teaching reading through SQ3R technique on the students' achievement in reading comprehension at SMUN I Lamongan in the academic year 1999/2000.

Related to the condition of teaching and learning using SQ3R, the students' response was mostly positive. For example, the students paid more attention to the material being discussed as I led them to follow questions' step.

During the first step '*Survey*', the availability of picture was very helpful. Because it elicits the students' background knowledge to guess what the text is about. This shows that the students need 'backgrounding' in their reading activity. The lay outs of reading text, such as the italic words or the boldfaced ones also important since they carry important information about reading text. By this activity, the students become motivated to use their background knowledge. So, I think, the '*survey*' step positively support the students' achievement in reading comprehension.

In the second step '*Question*' I have guided them how to make questions. Besides, I have given them the opportunity to make their own questions instead of giving them a list of questions as a guide in reading. By this 'Question' activity, I believe the students would read with a purpose. The purpose is to find the answer they have already made before.

In the third step '*Read*', the students read the reading text to answer their own questions. In other words, they knew the purpose of their reading activities. In this step, I have encouraged them to answer their own questions and those on the list. The result of the reading activity shows that most students could answer the questions. This results from the fact that they already know previously their purpose as previously mentioned. So I believe that this step is more effective than the unorganized one.

During the fourth step '*recite*', I have given the students oral test to know how they answer the questions. If they are not sure with their answers or their answers are not correct, I asked them to reread the text. In this activity, I have a special purpose, that is to check the students' work they have done so far. And I also believe that by '*recite*' the students are expected to retain the knowledge about what they have got from reading texts. This steps develop the students' comprehension.

In the last activity of SQ3R, '*Review*' , both the students and their teacher are supposed to review their reading activities from the first up to the end. In 'review' I

have made some notes on the teaching and learning process. For examples, what is the easiest or the most difficult part of the students' reading text, and so on.

In short, SQ3R technique is significantly effective for developing the students' achievement in reading comprehension because of the following points:

1. SQ3R elicits the students' guessing by backgruonding;

2. SQ3R motivates the students to realize their purpose of reading texts;

3. SQ3R facilitates the students' comprehension check and text review.

Therefore, the teacher should guide the students using the SQ3R steps to help them comprehend reading text.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of data analysis (see 'data analysis' page 23) I conclude that there is a significance effect of teaching reading through SQ3R technique on the students' achievement in reading comprehension at SMUN I Lamongan in the academic year 1999/2000.

5.2 Suggestion

The result of study shows that there is a significance effect of teaching reading through SQ3R technique on the students' achievement in reading comprehension at SMUN I Lamongan in the academic year 1999/2000. In this case, I think there are two points to consider as follows:

1. The English teachers should use SQ3R technique to teach their students English, especially when they ask them to read or comprehend the reading text.
2. The students are expected to be familiar with the SQ3R in their reading activities.

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Appendix 1

RESEARCH MATRIX

Title	Problem	Variable	Indicator	Data Resources	Research Method	Hyp
The effect of teaching reading through SQ3R technique on the students' achievement in reading at SMUN II Lamongan at the academic year 1999/2000	Is there any significant effect of teaching reading through SQ3R technique on the students' achievement in reading comprehension at SMUN II Lamongan in the academic year 1999/2000 2. Reading comprehension achievement	1. SQ3R technique 2. Reading comprehension achievement	-Survey -Question -Read -Recite -Review -Students' reading comprehension test score	1.Respondents: The second year students of SMUN II Lamongan in the academic year 1999/2000 2. Informants: 3. Research Respondents: - the English teacher - the administration stafs 3. Document	1. Research Design: Experiment Research 2. Research Area: Purposive 3. Research Respondents: Cluster Random Sampling. 4. Research Instruments: -Test -Observation -Interview -Documents 5. Data Analysis Instruments of data analysis include: $$t = \frac{Ma - Mb}{\sqrt{\left[\frac{\sum X^2 a + \sum X^2 b}{Na + Nb - 2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$ the level of significant is 5%	There is effect of reading t SQ3R te the stude achievem reading compreh SMUN I in the aca 1999/200

Appendix 2

GUIDELINE OF INSTRUMENTS

The Guide of Interview

No	The Data Taken	Data Resources
1	How is the implementation of the 1994 English curriculum in SMUN II Lamongan ?	The English Teacher
2	What are the method, and technique used in teaching reading ?	The English Teacher

The Guide of Documentation

No	The Data Required	Data Resources
1	The Map of SMUN II Lamongan	The Administrative Staff
2	The Names of Respondents	The Administrative Staff
3	The School Facilities	The Administrative Staff
4	The Name of Teachers	The Administrative Staff
5	The Name of Staffs	The Administrative Staff

The Guide of Classroom Observation

No	Data	Observational Object
1	English Teaching Learning Process	English Teacher and Students

Appendix 3

TEST INSTRUMENT
PRE- TEST

Subject : Reading Comprehension
Topic : Social Welfare
Time : 90'

SOCIAL WELFARE

Read this text carefully !

In line with the guidelines of State Policy, the development of Social Welfare is aimed at improving social welfare services, so that the citizen have to aware, be responsible and be able to take part actively in the development. The social welfare services are dealt particularly with those who are less fortunate in order to better their life standard in keeping with the dignity and practice, becoming self reliant and productive, and taking an active part in development endeavors.

All inhabitants' role in the development especially women's has been given high priority. In development activity, women have the same rights, duties and opportunities as those of men. They also have a very important role in the family guidance and education because they will directly influence in bringing up the younger generation and family welfare.

Social welfare activities consist of the *improvement, enchantment* and *expansion of social rehabilitation services to the needy, handicapped, elderly, neglected children, juvenile delinquency and drug addicts, and the victims of natural disasters.* The activities are implemented by social organization and non governmental organization including religious institution concerned welfare and endeavors. By involving this institution, hopefully the area and the quality of social services can be broadened and improved

The development of social welfare is carried out through several programs, namely: **social welfare, guidance and development, social rehabilitation service, younger generation guidance, improvement of women's role, education and training for social worker and research, and development of social welfare.**

Circle the correct answer !

1. Why is the development of social welfare dealing with the improving social welfare service ?
   a. It is stated in Guidelines of State Policy
   b. To prevent the responsibility of the inhabitants
   c. To allow the inhabitants to take part in the development

2 What is the social welfare service intended to ?
   a. The citizens who have responsibility in development
   b. The poor citizens in order to get a better life
   c. The citizens who are keeping with dignity and prestige

3. The main idea of the *first paragraph* is.........
   a. The development of social welfare goal
   d. How to be a better life
   e. The average of Indonesians citizens life

4. How is the women' role in the development of the country ?
   a. There is no difference with the men's role
   b. They have more priority than men's do
   c. There is no similarity as the men's role

5. Why do the women have a very important role in the family ?
   a. The government allow them to do so
   b. They can advise the children to obey their parents
   c. They will influence the children's habits directly

6. What does the *second paragraph* tell us about ?
   a. Development activities
   b. Women's role in the development
   c. Woman's role in the family

7. How many kinds of activities the social welfare consist of ?
   a. Eight activities
   b. Three activities
   c. Two activities

8. Who hold the social welfare activities ?
   a. Social organization, non governmental organization and religious institutions
   b. Government does, because it is its responsibility
   c. The inhabitants and the governments

9. What is the main idea of the *third paragraph* ?
   a. Some kinds of social welfare activities
   b. The legal activities of social welfare services
   c. Drug abuse is not a kind of legal activity

10. How many problems are carried out for developing social welfare ?
   a. It depends on the belief of the inhabitants
   b. There are six programs
   c. There are more than six programs

11. What is the main idea of *paragraph 1?*
   a. The aim of social welfare
   b. The programs of social welfare
   c. The members of social welfare

12. These statements below are true based on paragraph 2, *except...*
    a. The influence of women in social welfare
    b. Woman' role as a house wife
    c. Woman has been given high priority in social welfare
13. What does the **fourth** paragraph tell us about?
    a. Some programs are carried out by social welfare
    b. The development of social welfare
    c. Social rehabilitation service
14. Who has been given high priority specifically in social welfare?
    a. Woman
    b. Inhabitants
    c. Children
15. These statements below are some programs of the development social welfare, *except...*
    a. Social rehabilitation service
    b. Improvement of women's role
    c. The entertainment concert
16. Below are some examples of natural disaster, *except....*
    a. Flood
    b. Earthquake
    c. War
17. These statements are true based on he text, *except....*
    a. Woman has equal opportunity and right as man does
    b. Family planning is one of social welfare's program
    c. Helping the earthquake's victims is also social welfare's activity
18. What does the word '**they**' in paragraph 2 refer to?
    a. All inhabitants
    b. Women
    c. Men
19. These statements are true based on the text, *except....*
    a. Social welfare has several programs
    b. Religious institution is also involved in social welfare
    c. Fitness center is one of social welfare's program
20. What are social program dealt with ?
    a. Those who live in poverty
    b. Sports organization
    c. Home industry

Appendix 4

TEST INSTRUMENT
POST-TEST
Time: 90 minutes
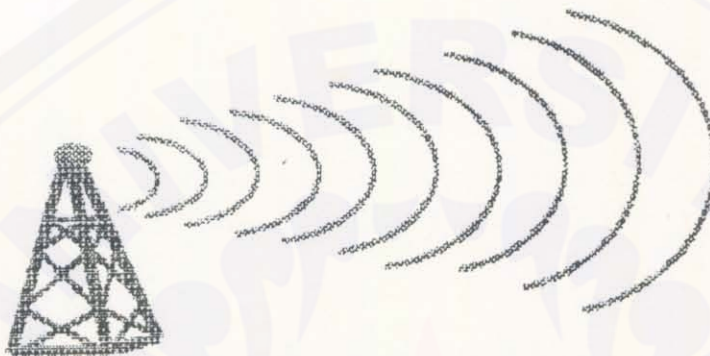
COMMUNICATION SATELLITE

Read the text carefully to answer the questions !

The communication system of the world-*telephone, radio, television, high-speed data transmission* and *the like* have been expanding with amazing rapidity. Existing transmission facilities are taxed as never before, and microwave radio has been called on increasingly to provide added pathways of communication. Microwaves are very short electromagnetic waves. The broadband radio system in which they are employed and handled all types of communication, including telephone and television.

A striking property microwaves is that, generally speaking, they travel in a straight line. Unless they are intercepted in some ways, they soar of into space instead of following the curvature of the earth. To channel *them* properly, a series of relay towers must be provided. Each tower intercepts a given microwaves signals and, after amplifying it, send it on to the next tower. The system of relay towers for microwaves transmission has proven very effective over land areas. Today, for example, a large proportion of Bell Telephone System long-distance messages are carried on microwaves.

Up to now, however, microwaves transmission has not been possible over wide bodies of water. It is not practical to erect a system of relay tower at sea, so there is no way to intercept and relay the microwaves signals. For over seas microwaves transmission, a special kind of tower is needed – a tower in the sky – that is a satellite.

Satellites that can serve as relay towers are of two kinds – **active and passive**. **Passive satellite** are large balloons or other types of reflectors that 'mirror' a signal without adding to its power.

They are aluminum covered plastics balloons. Messages are relayed as ground signals are bounced off the surface of these satellites. No amplification occurs: the capacity and band width of such passive satellite are extremely limited.

Active satellite contains amplifiers, similar to the amplifier in overland microwaves towers. Signals are received in the satellite from a ground transmitter. The signals are amplified by the satellites, and sent to a ground receiving station overseas. Many more circuits can be provided with active satellite that with passive ones.

(Adapted from *Popular Science 1997*)

Circle the correct answer among the available options based on the text !
1. A very short electromagnetic wave is called as.........
   a. communication system   c. broad band radio system
   b. microwave   d. telephone
2. In order to channel the microwaves properly what things must be provided ?
   a. a series of relay towers   c. satellite
   b. transmission   d. aluminum – covered plastics
3. What are satellites for ?
   a. for overseas microwaves transmission   c. to relay microwaves signal
   b. to erect a system of relay towers   d. to intercept the microwaves
4. What are the things needed for overseas transmission ?
   a. a tower   c. satellite
   b. aluminum-covered plastics balloons   d. Bell-Telephone System
5. What does an active satellite contain?
   a. signals   c. transmission
   b. amplifiers   d. relay towers
6. The statements below are *true* based on the text, **except....**
   a. the existing of transmission facilities do not require money
   b. the broad band radio system can handle all types of communication
   c. a microwave is a tower in the sky
   d. it is very practical to erect a system of relay towers at sea
7. What is the main idea of the 4th paragraph ?
   a. satellite covers plastics balloon   c. passive satellite
   b. there are two kinds of satellites   d. active satellite
8. The statements below are *false* based on the text, **except......**
   a. existing transmission facilities are not taxed as never before
   b. microwaves' transmission has been possible over wide bodies of water up to now
   c. it is very practical to erect a system of relay towers at sea
   d. a striking property of microwaves travel in a straight line
9. What does the word 'them' in paragraph 2 refer to ?
   a. straight line   c. property
   b. a striking property of microwaves   d. earth

10. Why is microwaves transmission not possible to be applied over sea ?
    a. because there is no way to intercept and relay the microwaves signal
    b. because it is practical to erect system of relay towers at sea
    c. because they travel in a straight line
    d. because they are intercepted in some ways

Text 2
Study this picture of personal computer (PC) before reading the text!

Monitor

Disc Drive
Keyboard
Mouse
Printer
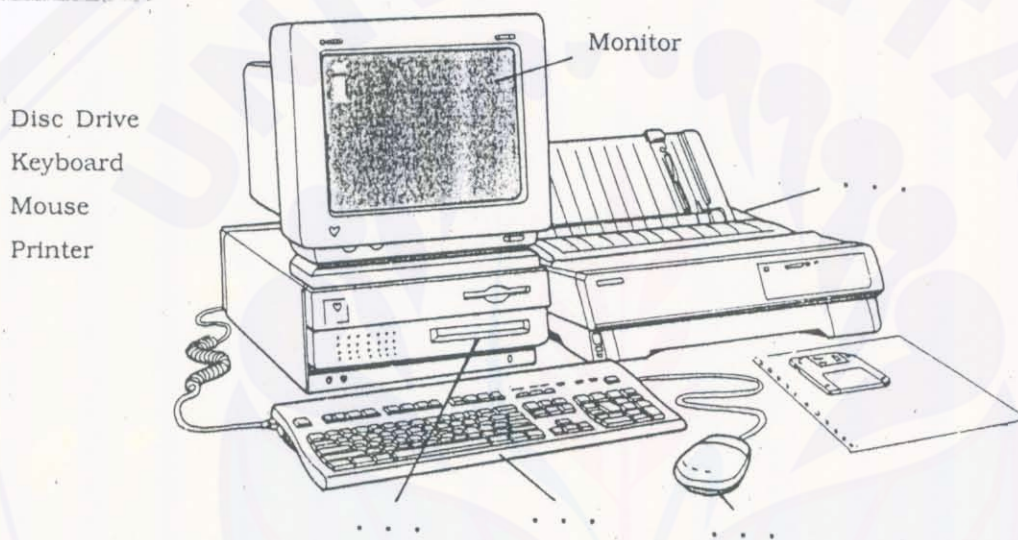
Read the text using the SQ3R techniques you have learned !

Sophisticated Personal Computer

I watched an advertisement on United States television recently. A boy of 6 sits at a computer. He hits a button and he see a surprised German businessman looking at a strange message that has suddenly appeared on his computer screen. Next the phone rings. The boy does not pick up the phone. Instead he presses another button on the keyboard. Through the computer comes the voice of his mother. *"What are you doing ?"* she asks. *"Learning to send faxes*, the boy replies, talking into the computer."* The message of this advertisement is very clear. There is no need to be afraid of computer. They are so easy to operate that even a six year old child can use one.

Computers are improving all the time. the latest generation of computer can perform many different functions. They can act as *telephones, answering machines,*

television, and stereo compact disc (CD) players. They look friendly, more like a TV than a PC. **Monitor, disc drive, speakers and modem** are integrated into one unit. Click a button in the screen and your personal message center pops up displaying your message. Click once again and your PC becomes a speaker-phone. *"Hello mother. I will be home at dinner at three o'clock."* Click once more and it's answering machine capable of storing voice messages. *"Hello. I am not here right now. Leave a message after the beep and I will call you back later."* Click yet again and your PC becomes a TV. You can watch the news while you work. Click again and your PC becomes a stereo, playing your latest CD. This is the future. If you have the money you can buy it now.

Circle the correct answer among the available options based on the text !
1. What kind of different functions can the new computers perform ?
   a. PC, telephone, monitor, disc drive
   b. speaker phone, monitor, TV, disc drive
   c . telephone, answering machine, TV, CD player
   d. compact disc, monitor, answering machine, TV
2. The statements below are **true** based on the text, **except...**
   a. it is difficult to operate computer
   b. the latest generation of computer cannot perform several functions.
   c. there are not funny program at computer
   d. operating computer is easy
3. Who does the six year old boy fax as he is learning to send faxes via the PC ?
   a. the advertisement   c. a six year old child
   b. his mother   d. his friend
4. What equipments are integrated in one unit?
   a. monitor, speaker, modem, disc drive
   b. stereo, speaker, phone, modem, disc drive
   c. cassette, CD, TV, PC
   d. Disc drive, speaker phone, PC, CD
5. Match a word in the text with the following definition **'a small thing you push to operate something'**!
   a. keyboard   c. stereo
   b. button   d. screen
6. Guess what a fax is ?
   a. a kind of postcard.   c. a voice message
   b. an electronic message   d. a kind of telephone
7. According to the advertisement, using a PC is:
   a. only for experts   c. difficult
   b. only for businessman   d. child's play
8. What does *they* in line 8 refer to ?
   a. computers   c. monitors
   b. facsimiles   d. telephones

9. What does the latest generation of computer mean ?
   a. the newest computer   c. Japanese computers
   b. the most expensive computers d. Computers that arrive late

10. What is the main idea of 2nd paragraph ?
   a. the function of computer   c. computers are easy to operate
   b. personal computer   d. kinds of computer
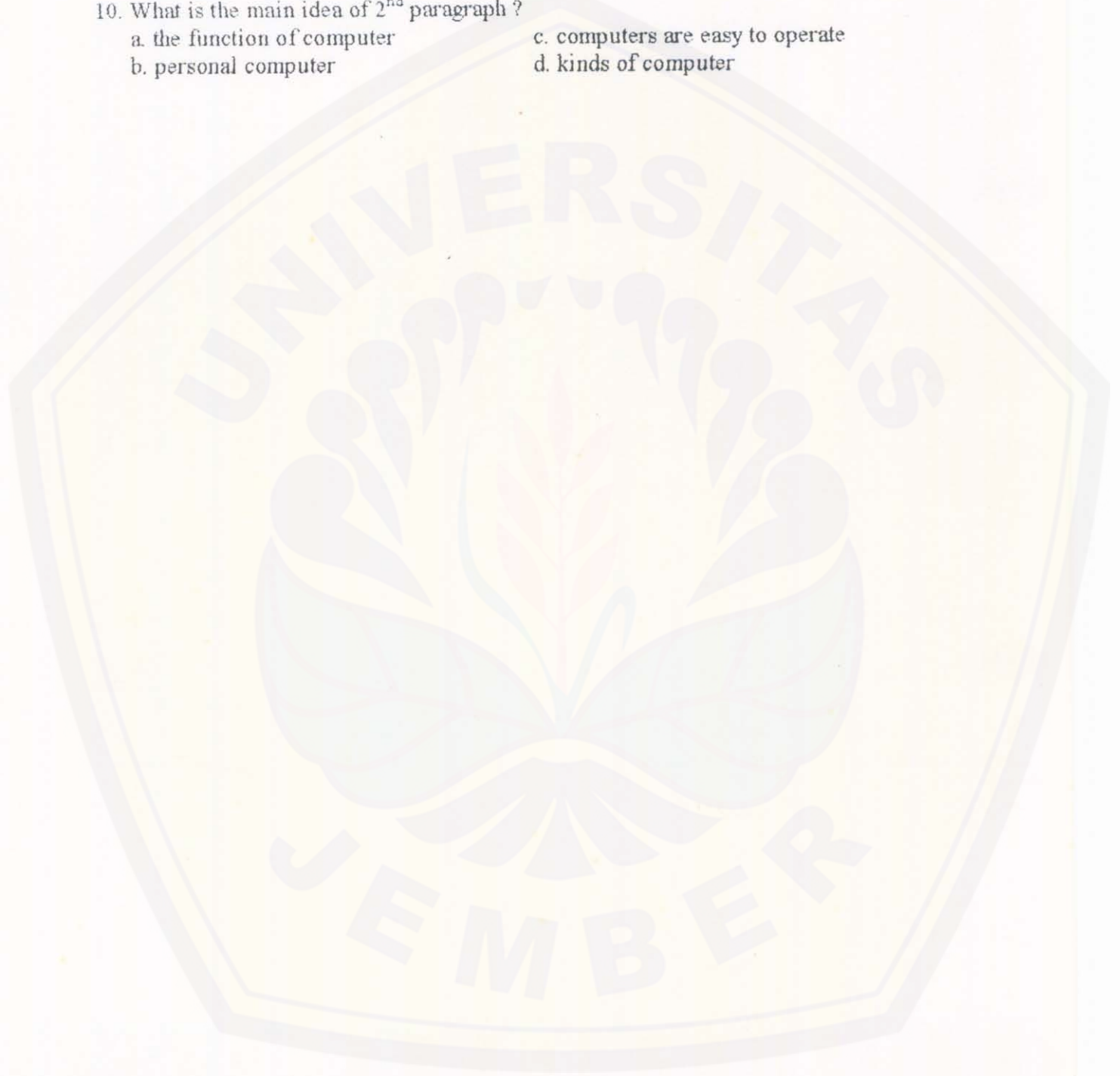
ANSWER KEY

Appendix 5

Text 1

1. b   microwave
2. a   a series of relay towers
3. b   to erect system of relay tower
4. c   satellite
5. b   amplifiers
6. b   the broad band radio system can handle all types of communication
7. b   there are two kinds of satellite
8. d   a striking property of microwaves travel in the straight line
9. b   a striking property of microwaves
10. a   because there is no way to intercept and relay the microwaves signals

Text 2

1. c   telephone, answering machine, TV, CD player
2. d   operating computer is easy
3. a   the advertisement
4. a   monitor, speaker, modem, and disk drive
5. b   bottom
6. b   an electronic message
7. d   child's play
8. a   computers
9. a   the newest computer
10. a   the function of computer

Appendix 6

THE SCORES OF HOMOGENEITY TEST

Nu.	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	1-9
1	60	80	70	80	55	60	50	60	80
2	65	65	60	65	65	60	60	65	55
3	60	55	60	55	45	60	70	60	65
4	50	55	65	50	55	60	70	55	65
5	65	56	75	60	60	60	60	80	55
6	65	80	60	60	60	75	60	60	65
7	70	75	60	70	60	75	60	70	65
8	70	55	60	75	70	60	60	60	55
9	70	80	60	65	60	50	75	60	75
10	60	65	70	50	60	70	60	50	75
11	60	85	60	65	60	70	75	60	60
12	45	75	60	50	60	85	70	65	60
13	55	55	50	50	75	85	70	55	60
14	55	65	50	50	75	70	70	55	60
15	80	65	65	50	65	50	65	50	60
16	70	60	65	65	60	50	60	50	60
17	55	70	70	65	65	60	65	50	60
18	60	55	75	60	55	70	65	55	70
19	60	65	75	50	50	70	65	70	70
20	70	65	65	50	50	80	75	60	60
21	70	65	60	60	50	45	60	70	60
22	70	65	75	70	75	55	65	80	50
23	60	65	60	60	50	55	75	55	65
24	55	75	60	60	55	55	60	60	65
25	55	55	75	60	65	60	80	60	60
26	65	55	75	60	65	55	55	60	70
27	65	60	75	60	55	65	55	75	70
28	70	60	45	60	65	70	65	55	45
29	60	65	55	60	75	55	65	55	60
30	85	75	55	60	70	50	60	65	65
31	70	55	60	55	55	50	60	55	65
32	55	55	60	65	70	50	60	55	60
33	70	45	75	65	70	75	60	65	60
34	70	80	60	70	60	55	75	75	60
35	55	65	75	75	60	60	75	70	50
36	70	65	60	65	60	60	70	60	75
37	55	65	60	65	60	60	70	60	75
38	60	70	70	65	60	60	70	60	65
39	60	70	65	55	60	60	55	60	55
40	60	60	55	70	60	60	45	60	65
41	50	60	65	55	55	80	45	60	60
42	70	60	65	65	55	70	55	60	60
43	65	60	65	65	55	60	85	65	60
44	65	60	50	85	75	60	55	65	60

Appendix 7

THE SCORES OF POST-TEST

Nu.	Total Score of Experimental Group		Total Score of Control Group	
	Xa	Xa^2	Xb	Xb^2
1	2	3	4	5
1	80	6400	60	3600
2	70	4900	70	4900
3	60	3600	60	3600
4	60	3600	55	3025
5	90	8100	60	3600
6	80	6400	75	5625
7	70	4900	65	4225
8	80	6400	65	4225
9	70	4900	80	6400
10	70	4900	55	3025
11	60	3600	60	3600
12	100	10000	60	3600
13	90	8100	60	3600
14	70	4900	60	3600
15	70	4900	60	3600
16	55	3025	50	2500
17	70	4900	60	3600
18	70	4900	55	3025
19	70	4900	60	3600
20	65	4225	75	5625
21	55	3025	50	2500
22	55	3025	60	3600
23	60	3600	60	3600
24	70	4900	55	3025
25	70	4900	45	2025
26	70	4900	65	4225
27	80	6400	65	4225
28	80	6400	70	4900
29	80	6400	80	6400
30	80	6400	65	4225
31	70	4900	60	3600
32	80	6400	65	4225

Appendix 7

The Names of Respondents

No	The Name of Experimental Group	The Names of Control Group
1.	Achmad Edin Irawan	Achnad Dahlan
2.	Achmad Wahidin	Andrew Aris Leona
3.	Adi Ismanto	Arfah Rahman H.
4.	Ainur Rafiq	Ainur Rofiq
5.	Amin Sudarwoto	Arifatul Sholichah
6.	Anis Sa'adah	Alif fitriyah
7.	Aris Mahmudah	Diah Rahmawati
8.	Ardian Widya P	Dwi Siswanto
9.	Anang Adi Saputro	Ernawati
10.	Dana Wijayanti	Erawan Sugiarto
11.	Dian Wahyu Susanti	Ferdianto Deni J
12.	Erwanto	Hesti Istiq L
13.	Farid Deny R	Haryo Basuki
14.	Febri Rahardian R	Harin Dwi Wahyuni
15.	Iswandi	Hendrik Triwibowo
16.	Khairul Anwar	Ida Rahmawati
17.	Khoiriyatul Manajemen	Indah Lailiyatul I
18.	Lia Wahyuningtiyas	Ita Jeniarti
19.	Lilik Eliyatin	Jakiyem
20.	Mamat Firmansyah	Khalimats Sa'diyah
21.	Muhammad Lutfi	Lilis Agus Winarti
22.	Moch. Afiful Aini	Lugut Veriyanto
23.	M. Sulaiman	Maschur
24.	Mariska Fitria D.	Moch. Hurin
25.	Nur Afni Wahyuni	Mahbub Junaidi
26.	Oktavia Dwi E.	M. Ihya' Ulumudin
27.	Ririn Wahyuni	Ningsih
28.	Syaiful Ulum	Nur Khamid
29.	Sayudi	Nur Kojim
30.	Siti Asmawati	Nurul Ustadha
31.	Sugianto	Narti
32.	Sulistyowati	Priyanto
33.	Sri Wahyuni	Ratna Nurul C.
34.	Tamam Fanani	Rangga Widhi W
35.	Umu Machmudah	Redy Rahadian Achmad
36.	Vematrana W	Sri Mulyani
37.	Wahyu Ferdiana P	Siti Saudah
38.	Wur Indah Ningrum	Samsul Anam
39.	Yanu Setyawan D.A.	Suyoto
40.	Yeni Sulistyowati	Solfiyah
41.	Yusak Prayogo	Wetti Prita
42.	Yusef Eko Suwanto	Yuni Diah Wulandari
43.	Zuliana	Zunan Nur Arifi
44.	Achmad Basakhil	Zainal Arifin

Appendix 9

LESSON PLAN (1)

Subject   : English
Theme   : Telecommunication and Technology of Information
Sub Theme   : Communication
Class/Cawu   : II/2
Tim   : 90 minutes
Skill   : Reading (Literal and Inferential Reading)

I. General Instructional Objective

By mastering 500 new vocabularies in the level of vocabulary about 2000 and grammar which is matched with theme and sub theme that have been chosen, the students are able to read, listen and write.

II. Specific Instructional Objective.

1. The students are able to find the information explicitly.
2. The students are able to find information implicitly.

III. Teaching Learning Process

Time	Control	Experiment	Time
10'	**Introduction**	**Introduction**	20'
	-Greeting	-Greeting	
	-Teacher tells the topic today.	-Teacher asks the students to notice the title, pictures available and guess what actually the text is about -Teacher asks some questions What is communication; Why is it important?; Why does the world seem smaller?; What are the devices of communication around you? etc.	
70'	**Main Activities**	**Main Activities**	45'
	-Teacher asks the students to read the text by themselves. - Teacher asks the students to answer the questions.	-Teacher asks the students to read the text and find the questions they have formulated previously. -Teacher gives the brief notes of questions. - Teacher asks to recite the main points of the passage.	
10'	**Closing**	**Closing**	25'
	-Teacher concludes the material. -Parting	- Teacher reviews the text by asking the main ideas - Parting	

Worksheet 1

COMMUNICATION
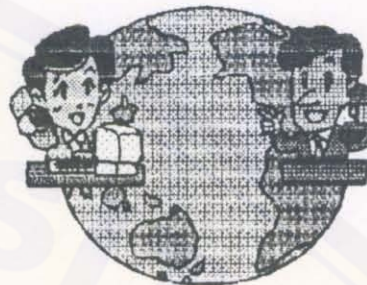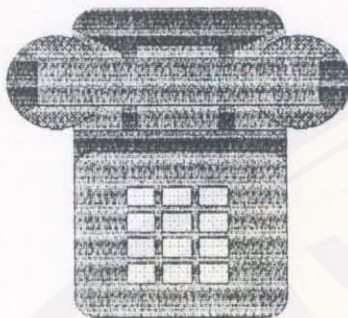
Telephone, Television, radio, and telegraph all help people communicate with each other. Because of this devices, ideas and news of events spread quickly all over the world. For example, within seconds, people can know the results of an election in Japan or Argentina. An international soccer match comes into the home of everyone with television set. News of disaster such as an earthquake or a flood can bring help from distant countries. Within hours, help is on the way. Because of modern technology like the four thousands satellites that travel around the world, information travels fast.

How has this speed of communication changed the world? To many people the world has become smaller. Of course this does not mean the world is actually physically smaller. It means that the world seems smaller. *Two hundred years ago*, communication between the continents took a long time. All news was carried on ships that took weeks or even months to cross the ocean. In the seventeenth and eighteenth centuries, it took six weeks for news from Europe to reach the Americas. This time difference influenced people's actions. <u>For example</u>, one battle, or fight, in the War of 1812 between England and the United States could have been avoided. A peace agreement was made in England, but the news of peace took six weeks to reach America. During the six weeks, the large and serious Battle of New Orleans was fought. Many people lost their lives after a piece treaty had been signed. They would not have died if news had come in time than it does now. There was a good reason why the world seemed so much larger than it does today.

After you read each of the statements in this exercise, decide whether each one is true or false according to the reading. Circle *True* or *False*.[

1. The telegraph is a device for communication. [T/F]
2. Before the nineteenth century, news from England took six weeks to reach America. [T/F]
3. The world only seems larger. [T/F]
4. An earthquake is a disaster. [T/F]
5. New Orleans is in Europe.[T/F]

Read the questions carefully. If you can answer without looking at the text, do so. If you need to look in the text for the answer, then read as quickly as you can to find the clues to the answer.

1. What are some examples of communication devices?
2. What does modern communication mean to people in a disaster area?
3. Why does the world seem smaller?
4. Why do we know so little about prehistoric days?
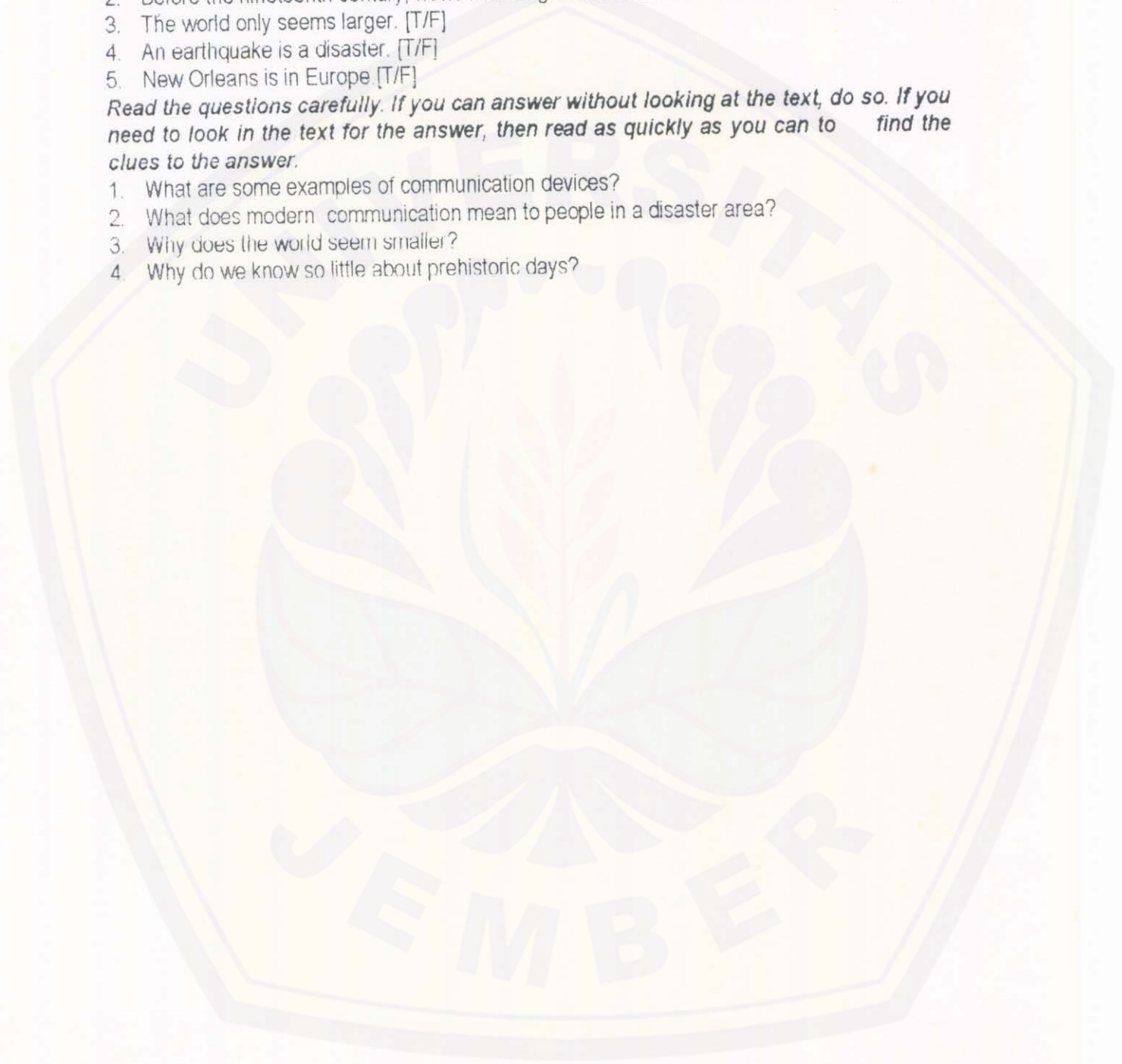
LESSON PLAN (2)

Subject   :English
Theme   :Telecommunication and Technology of Information
Sub Theme   :Communication
Class/Cawu   :II/2
Tim   :90 minutes
Skill   :Reading (Literal and Inferential Reading)

I. General Instructional Objective

By mastering 500 new vocabularies in the level of vocabulary about 2000 and grammar which is matched with theme and sub theme that have been chosen, the students are able to read, listen and write.

II. Specific Instructional Objective.

1. The students are able to find the information explicitly.
2. The students are able to find information implicitly.

III. Teaching Learning Process

Time	Control	Experiment	Time
10'	**Introduction**	**Introduction**	20'
	-Greeting	-Greeting	
	-Teacher tells the topic today.	-Teacher asks the students to notice the title, pictures available and guess what actually the text is about -Teacher asks some questions: How is communication described in prehistoric time?, What is geography about?, Why was the invention of printing press so important? etc.	
70'	**Main Activities**	**Main Activities**	45'
	-Teacher asks the students to read the text by themselves. -Teacher asks the students to answer the questions after finishing reading.	-Teacher asks the students to read the text and find the questions they have formulated previously. -Teacher gives the brief notes of questions. - Teacher asks to recite the main points of the passage.	
10'	**Closing**	**Closing**	25'
	-Teacher concludes the material. -Parting	-Teacher reviews the text by asking the main ideas of the paragraph. -Parting	

Worksheet 2

Communication: In Prehistoric times and modern age

An important part of the history of the world is **the prehistory of communication**. In prehistoric times, people had limited knowledge of the world. They had limited knowledge of the world. They had limited information about geography, the study of the Earth. People knew very little beyond their small groups except what was happening near their homes. Later, people organized into villages, and verbal communication between little towns was possible. Still the people were limited because they had no outside information, Kingdoms and small countries then developed, too, but still communication was limited to the small geographical area of the country. Much later in history, after the invention of the printing press, many people learned to read, and communication was improved.

In this modern age, communication is so fast that it is almost instant. People's lives have been changed because of the immediate spread of news. Sometimes the news is so rapid that it does not allow people to think. For example, leaders of countries have only minutes, or at most hours, to consider all the parts of a problem. They are expected to answer immediately. Once they had days and weeks to think before making decisions.

After you read each of the statements in this exercise, decide whether each one is true or false according to the reading. Circle True or False.[

1. History of communication is not important.[T/F]
2. In prehistoric time people had a board knowledge in that time [T/F]
3. In modern age, communication travels quickly [T/F]
4. People's lives have not changed for the immediate spread of news [T/F]
5. People learned to read before the invention of printing press [T/F]

Read the questions carefully. If you can answer without looking at the text, do so. If you need to look in the text for the answer, then read as quickly as you can to find the clues to the answer.

1. Why do we know so little about prehistoric days ?
2. What is geography about?
3. Why was the invention of printing so important?
4. What is the main idea of paragraph 1?
5. What is the main idea of paragraph 2?

LESSON PLAN (3)

Subject   : English
Theme   : Telecommunication and Technology of Information
Sub Theme   : Communication
Class/Cawu   : II/2
Tim   : 90 minutes
Skill   : Reading (Literal and Inferential Reading)

I. General Instructional Objective

By mastering 500 new vocabularies in the level of vocabulary about 2000 and grammar which is matched with theme and sub theme that have been chosen, the students are able to read, listen and write.

II. Specific Instructional Objective.

1. The students are able to find the information explicitly.
2. The students are able to find information implicitly.

III. Teaching Learning Process

Time	Control	Experiment	Time
10'	**Introduction**	**Introduction**	25'
	-Greeting	-Greeting	
	-Teacher tells the topic today.	-Teacher asks the students to notice the title, pictures available and guess what actually the text is about -Teacher asks some questions What new responsibility do people have because of the speed of communication? Does each countries have the same culture? What is the important of understanding to each others?, etc..	
70'	**Main Activities**	**Main Activities**	45'
	-Teacher asks the students to read the text by themselves and answer the provided questions i	-Teacher asks the students to read the text and find the questions they have formulated previously. -Teacher gives the brief notes of questions. - Teacher asks to recite the main points of the passage.	
10'	Closing	Closing	25
	-Teacher concludes the material. -Parting	-Teacher reviews the text by asking the main idea of the paragraph. -Parting	

Worksheet 3

COMMUNICATION ACROSS CULTURES
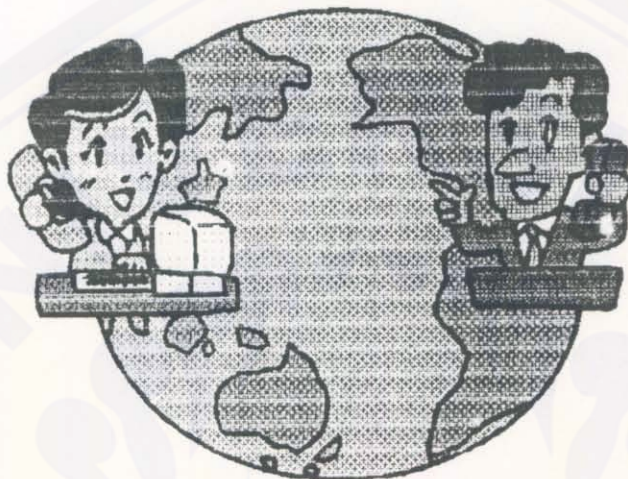
The speed of communication means that all people of the world have a new responsibility. People in different countries must try harder to understand each other. An example is that people with different religious must try to understand each other's beliefs and values even if they do not accept them. Sometimes their culture are quite different. What one group considers a normal part of life is strange to another culture. In some cases, a normal part of one culture might be bad or impolite to the other people. That kind of difference is a possibility for **misunderstanding**. People must learn not to judge others, but to accept them as they are. Then understanding between cultures can be better.

Misunderstandings as a result of the increase in rapid or fast communication can *cause serious problems*. Therefore, communications between or across cultures is important. Better cross-cultural communication is necessary for peace in the world. As the world grows smaller, people must learn to talk to each other better, not just faster.

After you read each of the statements in this exercise, decide whether each one is true or false according to the reading. Circle True or False.[

1. Each country has the same culture.[T/F]
2. A good thing in one culture might be bad to other culture.[T/F]
3. Misunderstanding about one's culture is not a serious problem.[T/F]
4. People must learn to communicate as the world grows smaller .[T/F]
5. It is not necessary to understand other culture.[T/F]

Read the questions carefully. If you can answer without looking at the text, do so. If you need to look in the text for the answer, then read as quickly as you can to find the clues to the answer.

1. What new responsibility do people have because of the spread of communication?
2. Find some examples of different cultures!
3. Why do people must learn to talk better to each other?
4. What is the main idea of paragraph 1?
5. What is the main idea of paragraph 2?

LESSON PLAN (4)

Subject   :English
Theme   :Telecommunication and Technology of Information
Sub Theme   :Computer
Class/Cawu   :II/2
Tim   :90 minutes
Skill   :Reading (Literal and Inferential Reading)

I. General Instructional Objective

By mastering 500 new vocabularies in the level of vocabulary about 2000 and grammar which is matched with theme and sub theme that have been chosen, the students are able to read, listen and write.

II. Specific Instructional Objective.
1. The students are able to find the information explicitly.
2. The students are able to find information implicitly.

III. Teaching Learning Process

Time	Control	Experiment	Time
10'	**Introduction**	**Introduction**	10'
	-Greeting	-Greeting	
	-Teacher tells the topic today.	-Teacher asks the students to notice the title, pictures available and guess what actually the text is about -Teacher asks some questions What are the advantages of computers?, How is computer look like, What is the similarities between computer and human being? Etc.	
70'	**Main Activities**	**Main Activities**	45'
	-Teacher asks the students to read the text by themselves and answer the provided questions	-Teacher asks the students to read the text and find the questions they have formulated previously. -Teacher gives the brief notes of questions. - Teacher asks to recite the main points of the passage.	
10'	**Closing**	**Closing**	25
	-Teacher concludes the materials -Parting	-Teacher reviews the material by asking the main ideas of paragraph -Parting	

Worksheet 4

The Function of Computer

Everyone knows that computers are very useful. And there are many wonderful new computer program. But there are other reasons to like computers. Some people like the way computers hum and sing when they are working. It is a happy sound, like the sound o toys and childhood. Computers are also have light and pretty pictures. With a computer anyone can feel like an artist. And computers even seem to have personalities. That may sound strange, but computers seem to have feelings. Sometimes they seem happy, sometimes they seem angry. It is easy to think they are like people.

Computers are helpful in many ways. *First*, they are fast. They can work with information much more quickly than a person. *Second*, computers can work with lots of information at the same time. *Third*, they can keep information for a long time. They do not forget things the way people do. Also computers are almost always correct. They are not perfect, of course, but they usually do not make mistakes.

After you read each of the statements in this exercise, decide whether each one is true or false according to the reading. Circle True or False.[

1. People realize that computer is very useful.[T/F]
2. Computer is like human being.[T/F]
3. Computer has five functions .[T/F]
4. Computer is almost perfect.[T/F]
5. Computer works very slowly.[T/F]

Read the questions carefully. If you can answer without looking at the text, do so. If you need to look in the text for the answer, then read as quickly as you can to find the clues to the answer.

1. What are the functions of computer?
2. What do the people like from computer?
3. How is the personalities of computer?
4. What is the main idea of paragraph 1?
5. What is the main idea of paragraph 2?

Appendix 10

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor : /PT.32.H5.FKIP/I.7'. Jember, 30 DEC 1999

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala Sekolah

.Jurusan

di –

.Tempat

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a : Ulifatul Masyuroh Isnawati

N i m : 961952

Program / Jurusan : Pend. Bahasa Inggris / PBS

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut ber – maksud melaksanakan penelitian dengan judul :

The effect of teaching reading through SQ3R technique on the students' achievement in reading comprehension at SMUN Tanggul in the academic year 1999/2000

pada lembaga yang saudara pimpin.
Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.
Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. D e k a n
Pembantu Dekan I

Drs. DJOKO SUHUD
NIP. 130 355 407.

Appendix 11

DEPARTEMEN PENDIDIKAN NASIONAL
KANTOR WILAYAH NPROPINSI JAWA TIMUR
SMU NEGERI 1 LAMONGAN

Jalan. Veteran No. 41 Telp. (0322) - 321819 Lamongan 62211

SURAT KETERANGAN

Nomor : 107/IO4.15/SMU/01/PL/2000

Yang bertanda tangan dibawah ini Kepala SMU Negeri 1 Lamongan, menerangkan dengan sebenarnya bahwa :

N a m a   : UZLIFATUL MASRUROH ISNAWATI
N i m   : BIGI 95292
Program/jurusan   : Pendidikan Bahasa Inggris / PBS
Mahasiswa   : FKIP Universitas Jember
A l a m a t   : Jl. Raya kembangbahu 95 Tikung Lamongan

Telah melaksanakan survey di SMU Negeri 1 Lamongan mulai tanggal : 17 januari s/d 24 Pebruari 2000 dengan judul Skripsi : " *THE EFFECT OF TEACHING READING THROUGH SQ3R TECHNIGUE ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT SMU NEGERI 1 LAMONGAN IN THE ACADEMIC YEAR 1999/2000* "

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Lamongan, 25 Pebruari 2000

Kepala sekolah,

Drs. H. MADHELAN
Nip. 130522786

Appendix 1. TABEL NILAI - NILAI t DENGAN
TARAF SIGNIFIKANSI 5% DAN 1%.

db.	Taraf Signikansi	
	5%	1%
1	12,706	63,657
2	4,304	9,925
3	3,182	5,841
4	2,776	4,604
5	2,571	4,032
6	2,447	3,707
7	2,365	3,499
8	2,306	3,355
9	2,262	3,250
10	2,228	3,169
11	2,201	3,106
12	2,179	3,055
13	2,160	3,012
14	2,145	2,977
15	2,131	2,947
16	2,120	2,921
17	2,110	2,898
18	2,101	2,878
19	2,093	2,861
20	2,086	2,845
21	2,080	2,831
22	2,074	2,819
23	2,069	2,807
24	2,064	2,797
25	2,060	2,787
26	2,056	2,779
27	2,052	2,771
28	2,048	2,763
29	2,045	2,756
30	2,042	2,750
40	2,021	2,704
60	2,000	2,660
120	1,980	2,617
	1,960	2,576.

3). Prof. Drs. Sutrisno Hadi MA. ; Statistik, Jilid II, Cetakan kedua, Yayasan Penerbiatan Fakultas Psychologi UGM, - Yogyakarta, 1975, p. 272.

Appendix 13

TABEL F

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan
1% (deretan bawah)

d.b. untuk KR Pembagi	d.b. untuk Kuadrat Rerata Pembilang							
	1	2	3	4	5	6	7	8
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,69
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00
	6,81	4,75	3,91	3,44	3,14	2,92	2,76	2,62
200	3,89	3,04	2,65	2,41	2,26	2,14	2,05	1,98
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60
400	3,86	3,02	2,62	2,39	2,23	2,59	2,03	1,96
	6,70	4,66	3,83	3,36	3,06	2,85	2,69	2,55
1.000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95
	6,66	4,62	3,80	3,34	3,04	2,82	2,66	2,53
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51

Appendix 14

The way to operate Microsoft Excell 'ANOVA –Single Factor'
- click *'data analysis'* to select an analytic procedure;
- find the first option from kind of ANOVA, one of them is ANOVA-Single Factor. Insert the data to the dialogue box option and;
- analyze by using *'block'* and fill the blanks in each cell one by one and ended by *OK*.

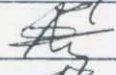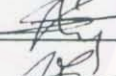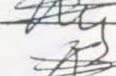**The way to operate Microsoft Excell 't-test Analysis'**
- open *'tools'* and click *'data analysis'* to select an analytic procedure;
- find the second option from kind of t-test formula: t-test; two samples assuming equal variances;
- insert the data to the dialogue box option and analyze by using *'block'* and fill the blanks in each cell one by one and ended by *OK*.

Appendix 15

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama	: Uzlifatul Masruroh Isnawati
NIM/Jurusan Angkatan	: BIG I 95292
Judul Skripsi	:

" THE EFFECT OF TEACHING READING THROUGH SQ3R TECHNIQUES ON THE
STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT SMUN I
LAMONGAN IN THE ACADEMIC YEAR 1999/2000'

Pembimbing I	: Drs. Sugeng Ariyanto, Dip TESOL, MA
Pembimbing II	: Drs. Budi Setyono, MA

KEGIATAN KONSULTASI:

No	Hari, Tanggal	Consultation	The Signature
1.	August, 19th 1999	Introduction	
2.	August, 21st 1999	Introduction	
3.	Sept, 24th 1999	Chapter I	
4.	October, 19th 1999	Chapter II	
5.	November, 2nd 1999	Chapter III	
6.	December, 24th 1999	Seminar Proposal	
7.	February, 25th 2000	Chapter IV	
8.	March, 2nd 2000	Chapter IV	
9.	March, 6th 2000	Chapter IV& V	
10.	March, 10th 2000	Chapter V	
11.	March, 13th 2000	Acc	

Appendix 15

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nama : Uzlifatul Masruroh Isnawati
NIM/Jurusan Angkatan : BIG I 95292
Judul Skripsi :
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9.	March, 6th 2000	Chapter IV & V		
10.	March, 10th 2000	Chapter V		
11.	March, 13th 2000	Acc		