



**THE EFFECT OF USING SQ3R STRATEGY ON READING  
COMPREHENSION ACHIEVEMENT OF THE GRADE XI  
STUDENTS AT SMA NEGERI 2 TANGGUL**

**THESIS**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2012**



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**THESIS**

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English  
Language Education Study Program, Language and Arts Education Department  
Faculty of Teacher Training and Education, Jember University

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## **DEDICATION**

This thesis is especially dedicated to:

1. My beloved parents, Abdul Rosyid and Tutik Samwiyannah.
2. My beloved brother, Ahmad Taufik Rosyidin.
3. My beloved grand parents.

**MOTTO**

**“We read to know that we are not alone.”**

**(William Nicholson)**

**“Get books, sit yourself down anywhere, and go to reading them yourself.”**

**(Abraham Lincoln)**

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

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The Writer

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## SUMMARY

**The Effect of Using SQ3R Strategy on Reading Comprehension Achievement of the Grade XI Students at SMA Negeri 2 Tanggul;** Ahmad Taufik Rohmanu; 070210491086; 2012; 41 pages; English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education Jember University.

This research was an experimental research. This research was intended to investigate whether or not there was a significant effect of using SQ3R Strategy on reading comprehension achievement on the grade XI students at SMA Negeri 2 Tanggul in the 2012/2013 academic year. The research participants were the eleventh class students who were determined purposively by consulting to the eleven grade English teacher. The area of this research which was SMA Negeri 2 Tanggul that was chosen purposively because the use of SQ3R Strategy had never been applied in teaching learning process reading comprehension in this school.

The eleven grade of the SMA Negeri 2 Tanggul was homogeneous so the researcher did the lottery to choose the experimental group and the control group. Then, the result of the lottery was XI IPA 3 as the experimental group and XI IPA 4 as the control group. Both classes were taught by the teacher two times. The teacher here was the researcher. The activity in both classes had different treatment. The experimental class which XI IPA 3 taught by using SQ3R Strategy in teaching reading comprehension. In the other hand, the control group which XI IPA 4 taught by using Question-Answer strategy. Meanwhile, the researcher did try out in a different class which was not both experimental group and control group in order to know the reliability of the post test. After conducting the activity in both classes; the experimental and the control group; the researcher administered post test. Therefore, the post test result called as a primary data and the supporting were documentation and interview.

The primary data of this research were collected from the students' post test score of reading comprehension. Otherwise, documentation and interview with the English teacher were used to get the supporting data. The primary data were analyzed by using t-test sampling formula with 5% significant level. The results of statistical computation in reading comprehension achievement indicated that the statistical value of t-test was higher than t-table ( $3.41 > 2.00$ ), and the degree of freedom (Df) was 73. It meant that the null hypothesis was rejected, while the alternate hypothesis was accepted. Then, the result of Degree of Relative Effectiveness (DRE) was 9%. It meant that the degree of relative effectiveness of using SQ3R Strategy in teaching reading comprehension was 9% more effective than teaching reading without SQ3R Strategy. In conclusion, there was a significant effect of using SQ3R Strategy on reading comprehension achievement on the grade XI students at SMA Negeri 2 Tanggul in the 2012/2013 academic year.

## **CHAPTER 1. INTRODUCTION**

This chapter introduces the problem of the study. It starts with the background of the study, research question, operational definition of the terms, the objective of the study, and the significance of the study.

### **1.1 Background of the Study**

English is one subject that has an important role in education. English performs the role of lingua franca for many people in the world (Tonkin, 2003:6). It means that English is as communicative language that has an important role in the world. It is the way of communication between groups of people. In education, the way to communicate in English is important because we should know how useful it is. Carrell et. al (1988:1) states that many students think that reading is the most important of the four language skills in a second language, particularly when English is learned as a second or foreign language. It means that reading is the most important skill while students learn English as a foreign language. Beside that, Hennings (1997:4) states that reading is a basic skill of communication; it is used most effectively when it supplements and enriches the material gained. It informs that reading is an important thing to acquire some information from different types of material. Reading is an important skill which should be mastered by the students.

Grellet (1996:3) states that reading is the process of the understanding a reading text. It means that students have to comprehend the message from the material when they read a reading material. Students should comprehend the word, sentence, and paragraph in order to gain the meaning of the text although many students do not know how to read the printed materials comprehensively. By reading, people do not only gain information and knowledge but also enjoyment (Grellet, 1981:4). Many students read the texts for pleasure and there are also others who read the texts because they want to find out information.