

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
SQ3R TECHNIQUE AT SMA ALKHAIRAAT KEMA MINAHASA
UTARA**

THESIS

Submitted as Partial Requirement for Degree of Education (S.Pd)
in Teaching English



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1445 H/ 2023 M**

THESIS RATIFICATION

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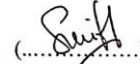
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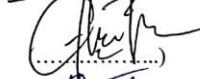
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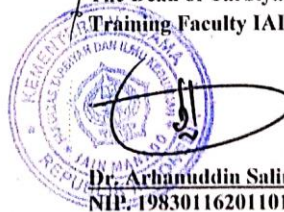


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ABSTRACT

Mutiara Nurul Jannah (1445H–2023M): Improving Students' Reading Comprehension through the SQ3R Technique at SMA Alkhairaat Kema, North Minahasa Regency. Thesis from the English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Manado.

This study aims to improve the reading comprehension of tenth grade students at SMA Al-Khairaat Kema, North Minahasa Regency, using the SQ3R technique. The purpose of this study is to determine whether the SQ3R technique (survey, question, reading, pronunciation, review) can improve students' reading comprehension. In this study, the researcher conducted research in the classroom as part of the research design and carried out it in two cycles at each of the seven meeting styles. Each cycle was divided into four stages: planning, action, observation, and reflection. The researchers collected data through observation and testing. Tests were carried out both before and after the action (pre- and post-test). Observation sheets were used to collect qualitative data from observations, such as reflections on the teaching and learning process. Meanwhile, data from pre-test and post-test scores were analyzed quantitatively. The results of the analysis were compared with the success criteria defined in the study to determine whether they were met or not. This study found that the SQ3R technique was successful in improving students' reading comprehension. The student's ability to recite the text shows a good understanding of the text of the given topic, which is an indicator of its successful application. 2) The students could practice reading various topics. 3) The students could increase their abilities and understanding of the lesson. The results of the test score calculations support increasing students' reading comprehension. Based on this research, it was found that students' reading comprehension increased from 61.6% of students passing the first cycle to 75.6% of students passing the second cycle. This means that the SQ3R technique is an effective method for teaching learning, especially in teaching reading.

Keywords: *SQ3R Technique, Classroom Action Research*

مستخلص البحث

الاسم	: موتيارا نور الجنة
الكلية	: تدريس اللغة الإنجليزية
القسم	: التربية وتدريب المعلمين
البحث	: تحسين الفهم القرائي لدى الطلاب من خلال تقنية SQ3R في مدرسة الخيرات كيما مينهاسا شمالية .

هدف من هذا البحث هو تحسين الاستيعاب القرائي لدى طلاب الصف العاشر في مدرسة الخيرات كيما مينهاسا شمالية باستخدام تقنية SQ3R. الغرض من هذه الدراسة هو تحديد ما إذا كانت تقنية SQ3R (الاستطلاع، السؤال، القراءة، النطق، المراجعة) يمكن أن تحسن فهم القراءة لدى الطلاب. في هذا البحث، استخدم الباحث البحث الصفي كتصميم للبحث، والذي تم تنفيذه في دورتين في كل نوع من أنواع الاجتماعات السبعة. وتنقسم كل دورة إلى أربع مراحل: التخطيط والعمل والملاحظة والتفكير. وقام الباحث بجمع البيانات من خلال الملاحظة والاختبار. يتم إجراء الاختبارات قبل الإجراء وبعده (الاختبار القبلي والبعدي). تستخدم أوراق الملاحظات لجمع البيانات النوعية من الملاحظات، مثل الأفكار حول عملية التدريس والتعلم. وفي الوقت نفسه، تم تحليل البيانات من درجات الاختبار القبلي والبعدي كميًا. تتم مقارنة نتائج التحليل بمعايير النجاح المحددة في الدراسة لتحديد ما إذا تم استيفاءها أم لا. ظهرت النتائج أن تقنية SQ3R كانت ناجحة في تحسين فهم القراءة لدى الطلاب في هذه الدراسة. إن قدرة الطالب على تلاوة النص تدل على فهم جيد لنص الموضوع المطروح، وهو مؤشر على نجاح تطبيقه. (٢) يمكن للطلاب ممارسة القراءة في مواضيع مختلفة. (٣) زيادة قدرات الطلاب وفهمهم للدرس. تدعم نتائج حسابات درجات الاختبار أيضًا زيادة فهم القراءة لدى الطلاب. وبناءً على النتائج، تبين أن فهم القراءة لدى الطلاب ارتفع من ٦١,٦% من الطلاب الذين اجتازوا الدورة الأولى إلى ٧٥,٦% من الطلاب الذين اجتازوا الدورة الثانية. وهذا يعني أن تقنية SQ3R هي وسيلة فعالة لتعليم التعلم، وخاصة في تعليم القراءة.

الكلمات المفتاحية: تقنية SQ3R، البحث العملي الصفي.

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Utara

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 15 Desember 2023

Penulis



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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Generous and Merciful. Thank you to Allah SWT for His mercy and guidance in helping me complete this research project. May He grant His peace and blessings to our Prophet Muhammad, shallallahu alaihi wa sallam, his family, companions, and followers.

This research project entitled “Improving students’ reading comprehension through SQ3R technique at SMA Alkhairaat Kema Minahasa Utara” is submitted as partial fulfillment of the requirements for the S1 degree of English Education Department study program at Teaching Traininig and Education Faculty of Manado State Institute of Islamic Studies.

The researcher expresses heartfelt gratitude to the researcher’s beloved parents, Heidy Usulu S.S. for being the researcher’s first supporter, and Bambang Suprpto for accompanying the researcher. Also, The researcher’s sister Jihan Nadiyah Syahira. Thank you for all of your prayers, love, support, and sacrifices in order for the researcher to complete this thesis.

Additionally, the researcher expressed gratitude to the researcher’s advisors, Dr. Andi Mukarramah Nagauleng, M.pd, as the first advisor, and Nikmala Nemin Khairuddin, M.Hum, as the second advisor, for the valuable advices, given suggestion, helpful guidance, patience, motivations, and supports.

Hence, the researcher would like to express the special thanks to:

1. Prof. Dr. Ahmad Rajafi, M.Hi as the Rector of Manado State Institute of Islamic Studies.
2. Dr. Edi Gunawan, M.HI., as the first Deputy Rector of Manado State Institute of Islamic Studies.

3. Dr. Hj. Salma Mursyid, M.HI., as the second Deputy Rector of Manado State Institute of Islamic Studies.
4. Dr. Mastang Ambo Baba, S.Ag., M.Ag., as the third Deputy Rector of Manado State Institute of Islamic Studies.
5. Dr. Arhanuddin, M.Pd.I, as the Dean of Tarbiyah and Teacher Training Faculty Manado State Institute of Islamic Studies
6. Nur Halimah, M.Hum, as the Head of English Education Study Program
7. Fadhlán Saini, M.Pd, as the Secretary of the English Education Study Program.
8. Dr. Srifanni Simbuka, S.S, M. Educ M.Hum. as Examiner I who always motivates and giving advice to researcher so that this thesis can be completed
9. Lies Kryati M.Ed. as Examiner II who always motivates and giving advice to researcher so that this thesis can be completed
10. All English Education Study Program lecturers for sharing the valuable knowledge.
11. Beloved cousin: Amanda, Zefanya and Clemen for the support
12. Beloved friends: Bella, Chairunnisa, Alifya, April, Indiko, Avita, Ar and all of TBI 18 for the presence and support and the memorable time.

The researcher is well aware of the limitations of this study. However, the researcher hopes that this research will be useful in providing knowledge to the future researchers.

Manado, 15 December 2023
The Researcher

Mutiara Nurul Jannah
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TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	v
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Identify The Study	2
C. Limitation of The Study	2
D. Research Question.....	3
E. Research Objective	3
F. Significane of The Study	3
CHAPTER II REVIEW OF LITERATURE	4
A. Reading	4
B. Reading Comprehension	7
C. SQ3R Technique.....	10
D. Action Hypothesis.....	15
CHAPTER III RESEARCH METHODOLOGY	16
A. Characteristics of The Study.....	16
B. Research Design	16
C. Subject of Research	17
D. Source and Data Instrument	18
E. Data Collection	18
F. Data Analysis Technique	20
G. Indicators of Research Success	22
CHAPTER IV FINDINGS AND RESULT	26
A. Findings.....	26

1. Research Implementation	28
Cycle 1.....	28
Cycle 2.....	37
CHAPTER V	54
A. Conclusions.....	54
B. Suggestions	54
REFERENCES	
APPENDICES	

LIST OF TABLES

Table 4.1 Pre-Test Students average score.....	27
Table 4.2 The Students' Post-Test 1 average score.....	35
Table 4.3 The Students' average score of Post-Test 2	43
Table 4.4 The Summary of Research Findings.....	47
Table 4.5 Pre-Test and Post-Test 1 and Post-Test 2.....	48
Table 4.6 The comparison in students' percentage of pre-test and post-test.....	49

LIST OF CHARTS

Charts 4.1 The Students' Mean Score from Pre-test to Post-test.....	49
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LIST OF APPENDICES

Appendix 1 Lesson Plan.....	62
Appendix 2 Test.....	67
Appendix 3 Observation Sheet	79
Appendix 4 Students' test Pre-test.....	82
Appendix 5 Students' test Post-test 1.....	88
Appendix 6 Students' test Post test 2.....	93
Appendix 7 Documentation.....	98

CHAPTER 1

INTRODUCTION

A. Background of The Study

Reading is one of the most important receptive skills in English. Reading is necessary for understanding written texts in order to obtain information from them. Students' must be able to read well in order to comprehend what they read. A good ability will lead to a good understanding of the content of texts written in English, such as passages, article, or even books.¹

Unfortunately, many students had poor reading skills. They still had a lot of trouble reading.

To meet the needs of the students', the government has made English a compulsory subject in Indonesian junior and senior high schools. However, there are several prerequisites for teaching English. The teacher should give relevant resources and activities for the students. Furthermore, they must think about the ideal ways for each of their students..

Methods or technique in teaching and learning activities are an important alternative that should always be used because they act as an intermediary in conveying the material to be conveyed well. There are various learning methods, one of which is the SQ3R method. Fancis P.

¹ M. Hasman, *The Role of English in the 21st Century*. English Teaching Forum – Bureau of Education and Cultural Affairs (2000).

Robinson developed the SQ3R method at the University of the State of the United States. The method is practical and can be used in a variety of learning environments. SQ3R is a reading method that consists of five steps: survey, question, read, recite, and a very appropriate review used as a reading method. The goal of implementing the SQ3R method is to improve understanding of the content read and studied.

B. Identify The Study

During the teaching learning process, the researcher noticed that the instructor simply requested the students to read the texts, identify the meaning of difficult terms, and answer questions about the texts based on preliminary observations at SMA Alkhairaat Kema. When the teacher requested the pupils to engage in a class discussion, the majority of them stayed mute. The teacher never asked students to improve their reading abilities or to be more vocal about the materials. The study noticed that pupils struggled to comprehend the substance of the texts and went to get information from them.

Given the facts stated above , a step forward is required to improve the students of SMA Alkhairaat Kema. The researcher believes that one of the most effective ways to improve their reading skills is to use the SQ3R technique, which will assist students in solving their reading problems through a well-organized reading process, guidelines, and feedback. It will facilitate their reading process and allow them to better comprehend the text.

C. Limitation of The Study

Based on the problem above, the researcher focused on how students' improve their reading comprehension using SQ3R technique in grade 10th students' at SMA Alkhairaat Kema Minahasa Utara.

D. Research Question

How does SQ3R technique improve student's reading comprehension of Alkairaat Kema Minahasa Utara?

E. Research Objective

Based on the problem's limitations, it is possible to conclude that the research objectives are:

1. Describe the outcomes of using the SQ3R technique to improve students' reading comprehension.
2. Describes how the SQ3R technique improved students' reading comprehension outcomes in grade 10 students' of SMA Alkhairaat Kema Minahasa Utara.

F. Significance of The Study

There are some expected advantages that can be acquired from this study as presented below :

1. For the English teacher

The researcher expect that this study will help teachers improve their students' reading comprehension. This study is also expected to provide teachers with information about SQ3R technique for improving students' reading comprehension.

2. For the students

This study is expected to benefit students' of SMA Alkhairaat Kema by improving their reading comprehension through the use of the SQ3R technique.

CHAPTER II

REVIEW OF LITERATURE

A. Reading

1. Definition of Reading

Reading is one of four basic skills, which should be mastered by students' in learning English as a foreign language.² Reading is also a process which is done and used by the readers to get message, which wants to be submitted by the writer using the words and writing.³

Reading is the process of constantly receiving information and what one person brings to the next is often more important than what one finds in it. Reading requires students to use what they know to decipher obscure components, whether these are basic thoughts or words. According to Grellet, it will be difficult to understand what the text is saying and the infinitive read will take a long time to only understand the contents of the text.

Tarigan quoted from Anderson that reading is a recording and decoding process, it is different between speaking and writing. A decoding is aspect which is relating written words with oral and language meaning which includes the changes of written words to becomes a sound which has to mean⁴. According to Harmer, he stated that "reading is an exercise dominated by the eyes and the brain. The eyes received message then the brain has to work out significance of these messages"⁵

p.16 ² Jeremy Harmer, *The Practice of English Language Teaching* , (New York: Longman) ,

³ Henry Guntur Tarigan, *Membaca*, (Bandung: Angkasa, 2008), p.7

⁴ *Ibid*, p.7

⁵ Harmer, *op. cit.*, p.190

According to William, reading is a form of communication between readers and writers. In other words, reading is a circuitous way for readers and authors to interact, because the author must share the content that contains the data with the readers. Readers, on the other hand, attempt to comprehend what the writer is attempting to convey through the text. As a result, communication occurred in an indirect manner. The reader also plays an active role because reading is an active skill that requires a combination of all skills and aspects to be successful.

Furthermore, reading is done to learn new things as well as to see things from a different perspective in order to learn specific information said Sutz. Reading is considered a cognitive activity because it requires brainwork to comprehend something. According to Zainal the cognitive aspect refers to students' ability to comprehend knowledge, technology, and academic skills in order to progress to the next educational level. Reading is thus classified as a cognitive activity because it requires intelligence and a higher mental process to comprehend the text's content. As a result, the cognitive process is critical to the reading act.

According to the explanations above, reading is a process of recording and decoding that involves the eye and brain working together to get the message from the writer to the reader.

1. Reading Technique

1) **Skimming**

Skimming, also known as getting the 'gist' of the text, is a reading technique in which you can glance over the material to find what you're looking for. This is best used when you already have a general understanding of the text. You can also skim material before diving in deeper. For example, getting a first look at how a chapter

or article is laid out will help you know where to look for key information on the second read.

2) Scanning

Scanning is a reading technique that involves simply running your eyes over a text to find what you're looking for or anything that 'pops' out at you. This is a common reading technique for non-academic reading tasks on a daily basis.

3) Active Reading

Active reading allows you to gain a much deeper understanding of the text in front of you. This reading method should be used when reading something complex or when you need to think critically. To read actively, you must ask yourself questions and reflect on those questions throughout the text. Try to connect what you're reading to previous experience and knowledge, and take notes if necessary.

4) Detailed Reading

Detailed reading is the most time-consuming and labor-intensive reading technique. Each word is carefully read, consumed, and analyzed for meaning by the reader. It takes time and patience to piece together the meanings of words in a sentence to provide a deeper understanding, but in some cases, this is the best technique to use.

5) Structure-Proposition-Evaluation

Mortimer Adler proposed this reading method, also known as the SPE method, in his 1940 book *How to Read a Book*. Mortimer suggests that the best way to read a book is to look for the structure, the author's propositions, and to form your own opinions. To use this reading method, you must first identify a text's structure and create an organized layout, either mentally or on paper. You then find all

of the logical propositions that go into each section of the layout once you have the layout. Then you evaluate the arguments and propositions and form your own opinion about what you read.

6) Intensive and Extensive Reading

Intensive reading is detailed, time-consuming reading that ensures the reader understands the material. Reading speed is typically slow, with a lot of reflection occurring during reading time. This type of reading aids in information retention and is beneficial to multilingual learners.

Extensive reading, on the other hand, is leisure reading. It can also be done at a slower pace. Most readers will not think twice about their reading techniques while reading extensively because they are having fun. Extensive reading is common for novels and can also be used to improve vocabulary and writing skills.

B. Reading Comprehension

Reading comprehension is the comprehension and interpretation of what has been read. Students' must be able to process text in order to understand its meaning and integrate it with what the reader already knows in order to accurately understand written material. The ability to understand the meaning of words from the context of discourse is one of the fundamental skills required for effective reading comprehension. As the researcher concluded, reading comprehension is the process of obtaining meaning from printed material, and it requires a clear understanding and interpretation.

One of the pillars of the act of reading is reading comprehension. The act of comprehending what you are reading is known as reading comprehension. While the definition is simple, the act is not easy to teach, learn, or practice. Reading comprehension is a deliberate, active, and

interactive process that takes place before, during, and after a person reads a specific piece of writing. According to Harris and Sipay, reading comprehension ability is taught to be a set of generalized knowledge acquisition that allows people to acquire and display information gained as a result of reading printed language.

Reading comprehension is the ability to gain information from texts in order to fully comprehend the information. As a result, readers will be forced to read the entire text in order to obtain the hidden information. However, comprehension is a highly complex cognitive process that involves the reader's intentional interaction with the text in order to create meaning. In other words, comprehension does not happen by itself; it requires effort.

In short, reading comprehension is the ability to read text, process it, and comprehend its meaning. Reading without comprehension is simply tracking symbols on a page with your eyes and sounding them out. People who can comprehend what they read are able to not only live safely and productively, but also to continue to develop socially, emotionally, and intellectually.

According to Snow, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Meanwhile, Grabe and Stoller stated that reading for general comprehension is its most obvious sense, the ability in understanding information of a text, and interpreting it appropriately.⁶

Reading comprehension, according to Odwan, Talal A.A, is a complex process. The essence of reading comprehension is the ability to

⁶ Larasaty, Gina, *Improving Students' Reading Comprehension Using Learning Cell Technique*, Journal of English Language Learning, 2019,p.3

store and retrieve information from written texts.⁷ According to Kelner and Flynn, reading and comprehension are inextricably linked. When students' comprehend, they are constructing the meaning of the text that is read. According to Sweet A.P., reading comprehension is the ability of a reader to construct meaning from the text that is read.

A students' level of word knowledge, as well as his or her ability to decode words in print, have a significant impact on reading comprehension. This means that the ability plays a role in reading comprehension. Reading comprehension is the ability to comprehend a text that has been read. The ability is referred to by the comprehension. Reading comprehension is refined as the ability to read and comprehend the meaning and context of the text being read.

Based on previous research findings, the researcher can conclude that reading comprehension is a process of understanding the meaning of the text by interpreting the text that is read, and it is not an easy task.

According to Patel and Jain (2008), there are four types of reading comprehension:

1. Reading text or reading passage is referred to as intensive reading. The goal of this Intensive Reading is to find more specific information to help you understand the text better.
2. Extensive reading is easier to learn than intensive reading. The goal is to help students understand without assistance from the teacher.
3. Aloud Reading is an important type of reading learning because it aims to train students to quickly memorize words in the text such as vocabulary and grammar.

⁷ Al Odwan, Talal Abd AL Hameed. *The effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan*. (Jordan: International Journal of Humanities and Social Science. 2012) Volume 2

4. Silent reading is just as important as aloud reading because students can learn a lot from the text. The teacher also instructs students to read softly so that they can understand quickly and without difficulty.

To effectively understand reading comprehension, the researcher suggests that teachers use the SQ3R technique because, according to Fraser, Mc Namara, and et al., this method is quite effective in learning for students and can make students remember longer and produce good understanding. As a result, the definitions, goals, procedures, benefits, and drawbacks of SQ3R and the activity of study reading will be explained here.

C. SQ3R Technique

SQ3R, developed by Francis Robinson in 1941, is one of the most widely taught reading/study systems, according to Robinson, he stated that SQ3R is an effective reading system that many students have used successfully. SQ3R is an acronym that stands for Survey, Question, Read, Recite, Review. This technique helps readers understand more while reading college textbooks; however, when they encounter difficulties, it could be due to dealing with difficult-to-read and difficult-to-understand material.

Brown, defines the SQ3R technique as a series of effective techniques for approaching a reading text. It means that the SQ3R technique is intended to help students read faster in order to gain knowledge and information from the text.⁸

⁸ Amelia Biringkanae, "The Use of SQ3R Technique in Improving Students' Reading Comprehension", *ELS Journal on Interdisciplinary Studies on Humanities*, Vol. 1 No. 2 (2018), 218.

In short, SQ3R assists readers in better understanding the content of the book, even if it contains materials that are difficult for the reader to read and understand.⁹

Francis Pleasant Robinson created the SQ3R method of study to provide students' with a systematic approach to studying a textbook assignment. This method of study takes advantage of the predictable format found in most traditional content textbooks.¹⁰

1. Steps of SQ3R Technique

According to Sulistyaningsih, SQ3R is a reading technique that can assist teachers in providing solutions to students' problems in understanding difficult-to-understand reading material. SQ3R stands for Survey, Question, Reading, Recite and Review.

As mentioned above that SQ3R have five steps; Survey, Question, Read, Recite, and Review. The each step can be explained as follows:

1) Survey

Survey the chapter before read the text. It can be applied by seeing at the headings and then read the final paragraph of the chapter in order to get a general idea about the text and main points that author is making.

2) Question

After surveying the text, reader required to make some questions which they got from previous step. The aim of formulating the questions forces reader to think about the content

⁹ Risdianti, Rani *The Effect of SQ3R Technique on Students' Reading Comprehension of Spoof Text* (Jakarta: Islamic University Jakarta, 2020), p.8

¹⁰ Diana Browning Wright, "SQ3R Method of Study", *Teaching & Learning 2003*, Internet, available from <http://www.pent.ca.gov/acc/SQ3Rmethodofstudy.pdf>, accessed 24 February 2023.

of the text that they will about to read, in other hand, it makes reader try to predict what author write on the text.

3) Read

As the previous step explained to reader, how to turn the title of the text into questions. Then, in this step, reader have to read the text in order to get the answer of their questions, this step help reader to get actively involved in the text material.

4) Recite

After reading the text, reader should recite (recall) the answer to the question which already formulated. Recite the answer by reader own word, without looking at the text. But if reader unable to answer the question, glance over the passage again then just write a brief answer in outline form on a piece of paper. Actually, if reader able to answer the question without glance the text again it means they understand.

5) Review

After the students' have completed all four steps, the final steps is to review. In this step, student' will review the preceding materials and quickly survey it to ensure that they have answered the questions completely and clearly, if they believe the questions have not been answered completely and clearly, they can write the complete and clean answer directly.

According to Nida Husna, "the SQ3R technique is designed to help students' understand and retain textbook material by using a system or series of steps to guide them as they read and study."¹¹ in other words, the SQ3R technique was created to help students' be more guided and

¹¹ Nida Husna, *Step by Step to Reading Skills: Step 3*, (Jakarta: UIN Syarif Hidayatullah 2010), p.9

easier to understand English language materials through the stages that have been determined.

2. The Purposes of SQ3R

Diana stated that SQ3R is a very effective reading or study system for a number of reasons which follows:

1) Repetition

When applying this technique at least reader through three times on repetition of each of the main point as focus to; read the answer, recite the answer, and review the answer again.

2) Small Chunks of Material

Allowing the reader to deal with very small units of material at one time means help reader to motive, focus, interest, and leads to better comprehension and memory of the material. Reading smalls unit of material (e.g: ten pages) is more effective than reading the whole chapter at one time.

3) Monitors Comprehension

The signal that reader succeeds in comprehending is paying attention with text which they read is being able to answer the question and put the information with their own words.

3. The Advantages and Disadvantages of SQ3R Technique

There are advantages that are gotten by the students' while implementing SQ3R as reading technique as follows :

1) According to Fairbairn and Winch, the technique of SQ3R can be a useful way of approaching a text in a systematic and enquiring manner. It infers that SQ3R provides the process of inquiring that make students' become active readers so that they will be more aware of what they read.

2) According to Hennings, the sequence of SQ3R is powerful because the steps of survey and question make students' get a

sense with the text they will read. Besides, it provide students a means who involve them monitor their comprehension.

- 3) Wood said, the step of survey guide students to be familiar with the text. It is stated that familiar material is always easier and more enjoyable to comprehend, and question as the second step of SQ3R helps students' concentrate and think about the material.
- 4) According to Wood, the fourth step of SQ3R, recitation, assists students' in transferring new material to long-term memory.

One disadvantages of using the SQ3R technique is the ineffectiveness of time. According to Bos and Vaughn, one of the major challenges associated with the SQ3R technique is the process complexity, particularly for students' who struggle with reading. It implies that the SQ3R technique has many steps, which takes a long time and results in a complex process. Furthermore, the reading ability of the students' varies. To avoid this problem, the researcher should manage time effectively during the actions implementations. Furthermore, the researcher should provide clear instructions for each step to avoid misunderstanding among the students'.¹²

In addition, there should be a clear rule for students' who disrupt the teaching-learning process, so that they can be more disciplined in class. To summarize, it is necessary to plan ahead of time, give clear instructions, and follow a specific rule in order to avoid obstacles when using the SQ3R technique in the process of reading teaching and learning.

¹² Kholifah Siti, *Enchancing The VII C Grade Students' Reading Comprehension Achievement by Using SQ3R at SMPN 1 Jelbuk Jember*. (Jember: Jember University, 2015), p.28

D. Action Hypothesis

Based on the review of the literature and the rationale, the hypothesis of this study can be stated as follows: SQ3R technique can improve students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Characteristic of The Study

According to Muhibbin Syah, the following are the characteristics of the SQ3R Technique:

- 1) Students actively participate in their learning.
- 2) The teacher serves as a facilitator and monitor.
- 3) Learning occurs in small groups, with the teacher serving as a guide.
- 4) Students are presented with a phenomenon and then asked to conduct a survey.

The SQ3R technique provides an overview of the images studied, students can grow questions from chapter titles/subheadings, students read actively seeking answers to questions, students tell the answers from questions that have been composed without using books to train his memory, and students have completed a review of all questions and answers, so that a conclusion is obtained short, but can describe the entire answers to more suggested questions.

B. Research Design

In this research, the researcher will implement classroom action design. The action research has two kinds of data that must be analyzed by the researcher. They are the quantitative data and qualitative data. The quantitative data are obtained through test given by the researcher in each cycle and the qualitative data are observation results about the process in teaching learning. The Classroom Action Research are use in this study, is a tool used to help teachers to improved teaching practices by doing reflective processes in order to find solution of teaching problems in the

class. It emphasizes at the improvement of educational practical and process in learn.

Classroom action research is research conducted in classroom. Thus, these studies aimed to improve the teaching process or solve real-world problems in the classroom. Is is a reflective process aimed at resolving a specific teaching-learning problem that has been identified. One of the goals of action research is to improve teaching practices and, in the long run, the curriculum as a whole. To conduct action research, a rigorous study must be conducted in which the problem must be clearly specified. An action plan must be described and implemented, and finally, an evaluation must be considered to determine whether the decisions made were appropriate.



Using the design of the steps above, the researcher attempts to create a modified CAR design based on the steps Kemmis and McTaggar.

C. Subject of Research

This research will be conducted at SMA Alkhairaat Kema. More specifically in Kema 3 village, North Minahasa, North Sulawesi. This research will be conducted for 1 month in June till July in 2023. The participants of this current research are the grade 10th students' of SMA

Alkhairaat Kema. While the English teacher of this class acts as the collaborator. In this research, the researcher obtained the data through reading test.

D. Source and Data Instrument

The data for this study was gathered using a test and observastion. The findings were derived from a test and observe with all 10th grade students' and the English teacher of SMA Alkhairaat Kema North Minahasa.

1. Test

This research used pre-test and Post-test. There were two types of tests given: pre-test and post-test. The pre-test and post-test which consisted of ten multiple-choice questions, and each question is given a value of 10 points. The researcher took the narrative text and questions for the test from textbooks of English for 10th grade.

2. Observation

Observation is the process of gathering open-ended, firsthand information at a research site by observing people and places at a research site.¹³ This study will make use of an observation sheet that the researcher will create after receiving the lesson plan from the teacher. The researcher will observe the implementation of suitained silent reading in the classroom during the teaching process.

E. Data Collection

1. Test

The researcher used a pre-test and post-test. These test were used to demonstrate students' mastery and achievement in reading comprehension. The researcher used the results of these tests to examine

¹³ John W. Creswell, *Educational Research Planning, Conducting and Evaluating, Quantitative and Qualitative Research* (Boston: Pearson 2012), p.213

the effects of implementing the technique that was proposed for use in a school. The researcher took the narrative text and questions for the test from several books of English for grade 10th.

A test, according to Brown, is a method for measuring a skill, knowledge, or performance in a specific area.¹⁴

1) Pre – Test

Before the SQ3R technique was administered in the class, a pre-test was administered to determine the students' basic reading comprehension. According to Creswell, a pre-test is a test for the research sample before the treatment is administered.¹⁵ The pre-test consisted of ten multiple choice questions based on text, with students' answering the questions based on the passages.

2) Post – Test

The post-test was administered following the treatment. The post-test score was used to assess the efficacy of the SQ3R method on students' reading comprehension. According to Creswell that post-test is a measurement of some attribute or characteristic that is assessed for.¹⁶ The post-test consisted of ten multiple-choice questions based on the text, with students answering the questions based on the text that the researcher took from the grade ten text book.

2. Observation Sheet

Observation is the process of gathering open-ended, firsthand information at a research site by observing people and places. This study will make use of an observation sheet that the researcher will create after

¹⁴ Douglas Brown, *Language Assessment Principles and Classroom Practice*, (Longman), p.3

¹⁵ John W.C, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (United State: Pearson Education, 2012), p.297

¹⁶ Ibid

receiving the lesson plan from the teacher. The teacher will observe the implementation of the SQ3R technique in the classroom. There are learning steps of sustained silent reading on the observation sheet, the researcher will see if the learning steps of the SQ3R technique correspond to the lesson plan created by the English teacher.

F. Data Analysis Technique

In this study, there are two types of analysis: qualitative and quantitative analysis. The data from qualitative obtained through observation sheet, describing what happened and what happened in the field.

The analyzed data is obtained through testing. The researcher analyzes the data based on pre-test and post-test score data of the classroom action research. The researcher, on the other hand, analyzes the score of the students' learning activity that is written on the sheet of teachers observation.

1. Quantitative Analysis

The data from the pre-test and post-test scores were analyzed using the quantitative method. The results of quantitative data analysis were used to compare the abilities of the students before and after this research. These were used to determine whether or not there were any differences in the students' achievement before and after the study.

The quantitative data is analyzed by the researcher using the mean score of pre-test and post-test with the following formula:

$$M = \frac{\sum X}{N}$$

Notes:

M : Mean of the score

$\sum X$: value of the items which students' individual score

N : total number of the students

The writer then attempted to find the class percentages that pass the KKM (70) using Sudijono's formula:

$$p = \frac{F}{N} \times 100 \%$$

Notes:

P : The class percentage of student who passes the KKM

F : an entire student who pass KKM

N : Amount of students

2. Qualitative Data

Miles and Hubberman define three qualitative data analysis technique: data reduction, data display, and conclusion.

1) Data Reduction

Data reduction happens in tandem with data collection. A researcher edits, segments and summarizes data in order to identify themes, clusters, and patterns. The goals of data reduction are to reduce it while retaining as much information as possible and without removing the data from their context. Data based on the results of the observation sheet.

2) Data Display

The researcher organizes, compares, and assembles information gathered from various sources in a data display. As supporting data, the researcher will collect data from observations on the implementation of sustained silent reading and an interview with an English teacher.

3) Drawing and Verifying Conclusions

The final step is to draw a tentative conclusion until all data has been verified. These conclusions will take the form of propositions that must be validated. These components are intertwined and run concurrently throughout the data analysis process.

G. Indicators of Research Success

The procedure of classroom action research was used to conduct the research. Planning, action, observation, and reflection comprise the research process. Therefore, the following steps were taken:

According to Kemmis and Mc Taggart described that action research typically involved four broad phases.¹⁷ The four steps of action research are as follows: planning, action, observe, and reflect.

1. Planning

This step aims to anticipate what the researcher should consider, such as what type of research is appropriate for the teaching situation. At this stage, the researcher must identify the problem and devise a strategy to direct the research toward a specific context.

2. Action

The following stage is action. The action stage is when the researcher implements the planned strategy.

3. Observe

During this stage, the researcher can observe and record the effect of the action. It is also referred to as data collection.

¹⁷ Kemmis, S. & Mc. Taggart, R. *The Action Research Planner*. (Victoria: Deakin University Press.) 1988

4. Reflect

In this step, the researcher evaluates, describes, and investigates what actually occurs in the classroom. The researcher can also assess the impact of the action. In this step, the researcher can decide what to do to advance further in the subsequent cycles.

The following are the design steps for the researcher's CAR:

Cycle 1

1. Planning

In this phase, the researchers create a lesson plan from the syllabus after consulting with the English teacher, creating topics that are relevant to the matter, and preparing materials that will be used during the cycle. The researcher also creates an evaluation form to learn about the students' accomplishments at the end of this cycle.

2. Action

In this phase, the researcher will conduct the lesson plan and teach descriptive text, as well as introducing and using the SQ3R technique to read descriptive text.

3. Observe

In this phase, the researcher will observe the situation in the classroom, looking at students' reading achievement progress, observing students' behaviors when using the SQ3R, and administering the pre-test.

4. Reflecting

During this phase, the researcher identifies the problems that are discovered by observing the results of the observations that must be solved. Thus, the researcher will prepare the post-test and revise the lesson plan for the next cycle.

Cycle 2

1. Planning

Revises the lesson plan, modifying how the techniques are delivered, Prepare the topic material as well as the task.

2. Action

The researcher teaches the previously prepared material. When reading descriptive text, follow the SQ3R steps. To assess students' progress, assign a task related to the material.

3. Observe

Observe the classroom situation, observe how the students are interacting with the text. Observe students' respond to SQ3R and does the post-test

4. Reflecting

Discuss the accomplishments of students in the classroom, discusses students' attitudes toward the SQ3R technique and analyzes the results of the pre-test and post-test.

The Indicator of success in this study if 70% of the number of students passes the KKM (70) and the students improved their reading comprehension using SQ3R technique the action research are considered successful. The criteria for product success are based on the increase in success determined, namely 70% of students achieving the 70% success rate. Students are said to be successful if they receive a score greater than or equal to (70)¹⁸. In this study, if the learning outcomes in cycle 1 are not as expected, additional cycles must be completed until the predetermined success indicators are met, namely more than 70% of aspects in the learning

¹⁸ Safaria T, *Interpersonal Intelligence*, (Dinas Perpustakaan, Arsip Kab. Deli Serdang : 2005), hal. 13

loneliness variable are included in the high criteria and more than 70% of students achieve learning outcomes of 70 or higher KKM.

CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of this study is to learn more about how the SQ3R reading technique can improve students' reading comprehension and interest. This Classroom Action Research (CAR) was divided into two cycles, each with four steps: planning, acting, observing, and reflecting. After completing each cycle, the writer administered a post-test to assess students' reading comprehension achievement. Based on the outcome of the first cycle, the second cycle is applied.

A. Findings

Reading is the process of associating a concept with a text and relating it to the meaning derived from the text, as well as comprehending the material and providing interpretation of this process. One of the most important language-learning skills that students should master is reading. Students should be able to find the main idea of a text, find details information in a text, identify the use of reference in a text, guess or understand the meaning of unfamiliar words in a text, and distinguish between literal and implied meaning in reading comprehension.

The researcher conducted observations before implementing the classroom action research on improving students' reading comprehension using the SQ3R technique. It was carried out to gather baseline data on the condition before the implementation of the researcher. Furthermore, it was used to identify issues with teaching and learning English, particularly in the reading class.

Many problems arose when the reading activity was implemented, according to the researcher's observations. The students discovered some difficulties in English reading comprehension, such as difficulty in finding the main idea, detail information, understanding unfamiliar words in the

story "A Day in the Country," such as frolic, spurt, cobbler, bosom friend, copse, thicket, rye, and cote, identifying the use of reference, and finding implied information. When students were asked to complete a related exercise, they did so without knowing the most effective and correct method of obtaining the answer. As a result, they found it difficult to comprehend such text effectively.

1. Test

The researcher administered a pre-test to determine the students' prior English competence after noticing that the majority of the students at SMA Alkahiraat Kema were struggling with English reading comprehension. The pretest was designed to assess students' prior knowledge of English reading comprehension. According to the pre-test results of this study, the students' mean score was 39.6, and the KKM is 70. It is obvious that in order to achieve higher levels of success, students' reading comprehension abilities must be improved.

In summary, it is shown in the table below :

Tables 4.1 Pre-test students average score

NO	Explanation	Score
1	Highest Score	80
2	Lowest Score	10
3	Average Score	39.6

After analyzing the preceding reality findings, the researcher believes that the students' reading comprehension will improve after the researcher implements SQ3R to teach reading comprehension. It is regarded as one of the teaching methods for improving students' reading comprehension.

2. Research Implementation

This classroom action research was carried out in two cycle. Every cycle consists of two meetings, one of which includes a test to assess the students' progress. Each cycle included the following steps: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting on the action. In the first cycle, the author introduced the SQ3R technique for teaching reading comprehension and how students could use it to improve their reading comprehension abilities. The first cycle began from the 6th June 2023 up to 23th June 2023, while the second cycle was done from 4th July 2023 up to 24th July 2023.

The research implementation in each cycle is described in the following section.

Cycle 1

a. Planning

The researcher provided the students a pre-test before carrying out the action. The test's goal was to determine the students' prior reading comprehension ability. After identifying the students' problems and the source of those problems, the researcher used the SQ3R technique to improve their reading comprehension..

b. Action

The researcher completed cycle one in three meetings and one post-testing meeting. The research activities included presenting the material, explaining how to effectively comprehend such text using the SQ3R technique, conducting an exercise, discussing the results of the students' work, and reflecting on what they had done in that meeting. In summary, it is as follows:

First meeting

1. Opening the lesson

It was Tuesday June 6th, 2023. At 08.20 a.m. The researcher invited them to enter the classroom to begin the lesson. After all students entered the classroom, the researcher prepared them to participate in the learning process by greeting and praying. The researcher began checking their attendance for that day, preparing the textbook and the students' assessment sheet.

2. Main Activity

The researcher started telling the students what they would do by delivering the topic of the day, 'The Goose and the Golden Egg,' but first the researcher explained the technique in SQ3R. The researcher then simply stated the text's title and instructed the students to scan the heading or guess the material.

The researcher distributed the entire text to the students after discovering the text's idea and asked them to turn the title into some questions that guided their reading. The researcher guided the students through the process of developing qualified questions. Normally, students read the text to answer a single question, but in this case, the researcher instructed them to read the text while looking for and underlining any relevant information to the previous question. Some of the students did not understand the meaning of the difficult word and asked the teacher, but the teacher did not specifically tell them the meaning of that word, instead telling them how to understand and guess the meaning of that word.

The researcher instructed the students to reread the sentence containing the difficult word and then guess its meaning. When they

got to the question about references, they looked perplexed and answered incorrectly. The researcher then reminded them to reread not only the referenced sentence, but also the sentence preceding it, to ensure that the students understood it. The researcher led a discussion with the students about their results, as well as determining whether any students made mistakes. After the discussion about finding literal information concluded, the researcher asked the students to recite the answer in their own words.

3. Closing the lesson

The student was guided through the final activity of summarizing the text by the researcher. The researcher asked the students to guess what the text was mostly about and to figure out the text's implied meaning, such as the text's purpose.

This activity took 45 minutes to complete. When the time was almost up, the researcher summarized the day's activities by asking the class president what he had learned that day, and the researcher also gave students who were still struggling and wanted to ask questions about the material the opportunity to do so. "How do they think after studying this technique?" the researcher reflected on the lesson that day. The researcher informs the activity plan for the next meeting. The researcher and students then finish their learning by reading hamdalah together.

Second meeting

1. Opening the lesson

The researcher instructed the students to review their previous material before beginning the lesson. The researcher then presented the topic for the day's discussion. 'Parangtritis Beach' was the topic.

The students appeared to be engaged. They were intrigued by the concept of a parangtritis beach. The researcher then asked them to guess the topic of the text. The students want to respond to the researcher's question, but they've never heard of parangtritis beach. To address this issue, the researcher distributed the entire reading material and then asked the students to read the first sentence of that text in order to familiarize the students with the meaning of difficult words through context guessing.

2. Main Activity

The researcher then asked the students if they remembered the surveying and questioning stages after distributing the text. Some students claimed to recall the stages, while others claimed they did not. In order to improve students' recall of the surveying and questioning stages, the researcher attempted to re-explain the stages. The researcher instructed them to survey the text in 10 minutes after re-explaining. The researcher then asked if they knew any difficult words. Some students questioned the researcher about the difficult words discovered. The researcher clarified the meaning of the difficult words. Because the students could not complete the survey in 10 minutes, the researcher decided to give them 5 more minutes.

Following the completion of the surveying stage, the researcher asked the students to write five or more questions related to the text on a piece of paper and write their identity at the top of it. She then gave the students 10 minutes to write their questions as the questioning stage began. When the students were creating the questions, the researcher observed them and assisted them when they ran into problems. Many students still struggled to formulate appropriate questions. The researcher helped them by demonstrating how to construct a question. After they finished the questioning

stage, the researcher gave them 10 minutes to proceed to the reading stage. The researcher told the students to find and write the answers to the questions they presented, then turn in their work to the researcher's desk.

Following the collection of their work, the researcher questioned the students about the main idea, the generic structure, and other specific information based on the questions they submitted to the researcher desk. This activity was created to evaluate students' reading comprehension while also encouraging interaction between the researcher and the students.

3. Closing the lesson

When the time was almost up, the writer and students went over the text and determined its purpose as a piece of implied information. The writer summarized the lesson and reflected on the lesson that day with the students, asking them if they understood the material or not. The researcher also requested that they review the material at home before concluding the class with hamdalah. Before leaving the class, she informed the students that the next meeting would include a test.

The third meeting

It was, That day, the writer devised a post-test for the students to complete objective reading comprehension exercises. The researcher administered a post-test to the students in order to determine their achievement and progress in comprehending reading material. She instructed them to complete the test individually based on the instructions provided. They were asked to choose the correct answer to a question from the text. They were also instructed to focus on reading comprehension by making the best use of the SQ3R technique.

a. Observing the action

By observing the teaching and learning process during the first cycle, the author discovered the effectiveness of the SQ3R technique in teaching reading comprehension. In this section, the researcher would like to describe what the collaborator and she observed and noticed about the teaching and learning process at each meeting.

1. First meeting

During the first meeting, the writer informed the students that they would be doing different activities in their English class. The students appear to be both curious and excited. Some students expressed excitement about the activity.

Initially, they engaged in all activities while remaining focused on the lesson. They asked questions if they didn't understand the material. Their enthusiasm for this activity was also evident in their attempts to respond to the writer's questions.

When the writer abruptly changed the practice, the students became perplexed. They were perplexed by the SQ3R technique's steps. Despite the challenges, the students were eager to learn more. The students asked the author to provide more examples so that they could better understand it.

There is interaction between the author and the students. They were both paying close attention to one another. It means that when the writer asked questions, the students listened intently, and when the students answered the questions, the writer listened intently. It was, however, disorganized and did not take place until the end of the lesson.

The students had difficulty applying SQ3R to their reading. Some students continued to be confused by the SQ3R steps, and the majority were unfamiliar with it. During this meeting, the researcher attempted to change the students' behavior while performing tasks, answering questions, and comprehending text.

2. Second meeting

In the second meeting, the researcher led the class by greeting them and checking their attendance. The researcher also reviewed previous material to remind them of the SQ3R step for understanding such text.

The writer presented the topic to the students and asked some questions to help them understand the subject during the pre-reading activity. The writer also allowed students to ask the teacher questions in this class, allowing for two-way communication between the teacher and her students.

The researcher then began distributing the entire reading material to the students and asked them to complete these exercises. The author walked around the classroom, reminding students who were still struggling about the step and method for answering and comprehending the text using SQ3R.

Because of this condition, the researcher was unable to control her class and required more time. Furthermore, some bright students continued to dominate the discussion. The other students were still hesitant to express their thoughts. Most of them were afraid of making a mistake, so they remained silent.

3. Third meeting

The first post-test was held at the third meeting. The date was June 20th, 2023. It was the first cycle's final activity. Because they had enough practice and experience from previous activities, the students appeared to be confident enough to take a post-test. The students took their homework seriously. The activity went off without a hitch under the writer's direction. They can ask the writer for clarification if they are having trouble understanding the task. During the test, she walked around the room to keep students from cheating. The results of post-test 1 could be reported as follows:

Table. 4.2 The Students' post-test 1 average score

No	Explanation	Score
1.	Highest Score	80
2.	Lowest Score	50
3.	Average Score	61.6

b. Reflection

There are some strengths and weaknesses discovered after the first cycle of implementing the SQ3R technique in the classroom in order to improve students' reading comprehension. The following are the strengths and weaknesses:

1. The strengths of cycle 1:
 - a. The strengths in Reading:
 - 1) Students' reading comprehension achievement has improved. The most significant indicators of improved reading comprehension are finding the main idea, finding

detail information, and finding implied information in the text. As evidenced by the mean score of each indicator that improved, those indicators can reach the KKM (70).

- 2) Beside, the average score of the students' improved from
- a. The strengths in Teaching learning Activity:
 - 1) Students' motivation and involvement in class improved because this multi-step plan SQ3R technique, which is combined before, during, and after reading activities, helps students become actively involved in reading.
 - 2) The SQ3R technique can assist students in setting study goals so that they can read or study more effectively.
 - 3) Because of the SQ3R technique's multi-steps, teaching and learning activities in a classroom can be carried out in a systematic manner.

2. The weaknesses of cycle 1

a. The weaknesses in Reading

In order to understand unfamiliar phrases, Even during the test, some students used their electronic dictionary to translate or understand their meaning, so the researcher would use the SQ3R technique to reduce or eliminate that problem. They are not accustomed to deducing the meaning of an unfamiliar word from context, as the SQ3R technique suggests.

b. The weaknesses in Teaching learning Activities

- 1) During the activities, the class is noisy, due to the complexity of the SQ3R technique, some students continue to pay little attention and are perplexed.
- 2) It takes a long time to use the SQ3R technique because the students are still confused about how to use it, so the researcher must repeat the instruction several times.

c. Revising the plan

To address the issues that arose during cycle 1, the researcher revised the plan in order to eliminate or reduce the flaws in the first cycle's SQ3R technique implementation. It was expected that those flaws would be eliminated.

The next cycle's plan will be focused on controlling pair work, which is not from the SQ3R technique, so the researcher can improvise the teaching technique and explain more about how to understand difficult words through context, as well as identify the use of references. Students were expected to improve their reading comprehension skills, especially in the indicators that had not yet been met. Furthermore, the students were expected to effectively use SQ3R technology to improve their reading comprehension.

To address the issues that arose during the teaching learning activity, the researcher will explain how to use the SQ3R technique in reading first until the students truly understand what they should do first and after, so that the students are no longer confused and the class is conducive. The researcher also instructs the students to work in pairs so that they can focus on their partner while performing the exercise. Furthermore, if the students truly understand what they should do, the researcher will not need to spend extra time repeating the instruction.

Cycle 2**a. Planning**

The researcher revised the following plans based on the weaknesses discovered in the first cycle.

1. The researcher focused on the indicators that had not yet reached the desired level. Here, the researcher would explain how to solve it in greater detail and provide additional exercises..

2. The researcher would assign pairs work to the students in order to keep them focused on their partner and quiet.
 3. Before beginning the lesson, the researcher would tell them systematically to use the SQ3R technique until they truly understood.
- b. action

Although some students were unable to fully comprehend the text, it was stated that the action in cycle 1 was proceeding smoothly. In cycle 2, there were two meetings to improve students' reading comprehension and to solve the previous problem discovered in cycle 1. The meeting took place on

To ensure that the cycle ran smoothly, the author prepared some critical teaching materials to support the implementation of the SQ3R technique, which focused on comprehending and guessing the meaning of unfamiliar words and identifying the use of reference. The researcher provided a thorough explanation, as well as additional models and exercises pertaining to those indicators. Worksheets from students and an English book were used as teaching materials.

First meeting

1) Opening the lesson

The researcher began the lesson by addressing the students. After leading prayer and checking attendance, she gave the students information about diving. The students were then given a narrative text titled "True Friends".

The writer then explained that they would be learning about determining the meaning of unfamiliar words and identifying references. The researcher then presented the topic of the day and

increased the students' knowledge of the field by inquiring about the text and engaging in a discussion with them.

Before starting the main activity of the lesson, the researcher reminded them of the multi-step SQ3R technique, explained it clearly, and provided additional examples, focusing on the indicators that had not reached the KKM. The researcher informed the students that we did not need to consult our dictionary, particularly an electronic dictionary, to understand unfamiliar words because doing so not only slowed down our reading but could also interfere with our comprehension. A better strategy would be to rely on the context, the words and sentences that surround the unfamiliar word, to help us figure out what it means. She also assured them that their guesses would be close to what the author had in mind.

Furthermore, the researcher ensured that her students understood how to find and use references by reminding them to reread the sentence that preceded the sentence where the pronoun occurred. She also gave students who were still unsure or confused the opportunity to ask questions first.

2) Main activity

Following that, the writer distributed the entire reading material and confirmed whether or not the students' guesses were correct. After that, the researcher instructed the students to begin working on their exercise while reading the text. As a result, the researcher instructed the students to complete the exercise in groups. The researcher hoped that by incorporating group work into the lesson, the students would focus on their partner rather than the others. During that session, the writer walked around the classroom to ensure that her students understood the plan and that it went smoothly.

The researcher began discussing the students' work after learning that they had completed their exercise. The researcher then allowed each group to present or deliver their idea. The writer guided the students' discussion during this stage until they reached the best solution. Following the conclusion of the discussion, the writer asked the students to recite their answers directly.

3) Closing the lesson

When the time was almost up, the writer directed the students to go over what they had learned from the text or the lesson that day by asking some questions about it. Then she gave those who were still struggling to understand the day's reading material another chance. She also reflected on the lesson before delivering the next lesson, which would be based on the indicators that were still low, and she asked them to study the lesson that we had learned at home more thoroughly. Finally, the researcher ended the lecture with the word hamdalah.

Second meeting

1) Opening the lesson

The students were easily handled in the final cycle two meeting, and the teaching learning activity ran smoothly. Furthermore, the SQ3R technique improved students' progress in learning reading comprehension.

2) Main activity

When the researcher presented the topic and the students did not know what that word meant, they asked the researcher to distribute the entire text and start reading and guessing the meaning of that word.

Actually, it was a success, and the researcher praised them in order to encourage them to use that method again. When one of their

classmates struggled to answer references questions, the other students reminded her/his friend to reread not only the sentence in which the pronoun appeared, but also the sentence preceding it.

3) Closing the lesson

In the previous activity, the students recited the text before the researcher asked them. The teacher then directed them to recite the text correctly and summarized it. She also asked them what questions they still had about the day's lesson. It can be concluded that the majority of students understood such text using the SQ3R technique.

Third meeting

The date was July 25th, 2023. As the final activity in the second cycle, At this point, the researcher gave the students a second post-test. The post-test was designed to assess students' achievement and progress in comprehending such text. The researcher entered the classroom, greeted everyone, took attendance, and led the students in prayer. The researcher then explained what they planned to do that day and distributed the test sheet. The researcher encouraged the students to do their best before starting the test. She told them to take the test individually and in accordance with the instructions.

When the time was almost up, the writer requested that the students double-check their answers before turning them in. In this case, the students appeared to be more confident in their ability to complete their test. They were certain they'd pass the exam with flying colors. The researcher thanked the students and encouraged them to always use the SQ3R technique to comprehend such text after collecting their work sheets. The researcher concluded the lecture by saying hamdallah.

c. Observation

1) First meeting

The observation process was carried out during the action implementation in this cycle. In general, the teaching-learning process had improved since the first cycle.

The researcher explained the main goal of the lesson and reminded the students of the SQ3R technique's multi-steps before beginning the lesson. The researcher explained again and again until the students understood what they needed to do first and next so that the researcher could maximize her time. In this case, the researcher explained why, rather than using a dictionary, they should first guess the meaning from context when they come across a difficult word while reading. She also showed them some examples of how to use references and guided them through the process.

In addition, the researcher set up a discussion group. They were instructed to complete their task in pairs so that they could focus on their partner rather than the others. This method was implemented successfully. Students were no longer wasting time. They didn't talk or chat with their friends while doing their exercises.

When the students completed their tasks, the researcher walked around the classroom, reminding them of the SQ3R multi-steps. Furthermore, she checked the students' work and ensured that they could complete their exercise by implementing an effective SQ3R technique. Here, almost all of the students became acquainted with the use of SQ3R, though there were still two or three students who did not understand.

Knowing that the students had completed their task, the researcher led the discussion and allowed each group to present their results so that all of the students could express their ideas. When they couldn't find the correct answer, the researcher guided them until they did and then recited it. The students began to be able to recite their answers without having to look them up.

Before concluding the class, the researcher asked the students to review the text and then summarized the material covered that day. She also provided an opportunity to those who were still having difficulty using SQ3R to comprehend such text. She then reflected on the day's lesson, presented the next meeting topic, and closed the class by saying hamdalah.

2) Second meeting

During this meeting, the students' reading comprehension skills significantly improved. Students who frequently looked up the meaning of unfamiliar words in their electronic dictionary were eventually able to understand it by guessing it from context. Students with low levels of competence, who had previously been passive, now had the courage and opportunity to take turns answering questions and expressing their ideas in class.

Students' ability to recognize references in the text as well as unfamiliar words in the text improved. When the writer presented the topic of the day and they didn't know what the word meant, they asked the researcher to read the entire text to them so they could guess the meaning.

When teaching, the author tried not to be too teacher-focused. She attempted to include the student in all aspects of the teaching and

learning process. It was achieved by including all of the students in the discussion. As a result, no students were able to rely on their peers.

The students' difficulties appeared to decrease in the second cycle. They could express and explore their ideas, albeit in simple sentences, and they occasionally opened Their notebook or dictionary. Their vocabulary had expanded since then. As a result, their research had been altered. Their performance had improved and progressed.

3) Third meeting

The second post-test was held at the third meeting. The date was June 24th, 2023. It was the final activity of the second cycle. The students appeared to have enough confidence to take the post-test because they had enough exercises and experience from previous activities. The students took their assignments seriously. Under the writer's direction, the activity went off without a hitch. When they were having difficulty understanding the task, they could request an explanation from the writer. She walked around the classroom during the test to prevent students from cheating. The post-test result could be reported as follows:

Table 4.3 The Students' average score of Post-test 2

No	Explanation	Score
1.	Highest score	80
2.	Lowest score	60
3.	Average score	75.6

d. Reflection

Following the completion of the second cycle of action research on improving students' reading comprehension in the classroom using the SQ3R technique, some strengths and weaknesses were discovered. The following are the strengths and weaknesses:

1. The strengths of cycle 2

The strength of cycle two incorporates some points from cycle one. They are improving reading comprehension achievement (finding detail information, understanding unfamiliar words, identifying the use of references, and finding implied information), improving students' motivation to read, and improving students' participation in reading class. Furthermore, the mean scores of the students increased from 61.6 (post-test 1 mean score) to 75.6 (post-test 2 score).

➤ The strengths in teaching learning activity

- 1) 1) Because the researcher also used small group discussions and this multi-step SQ3R technique before, during, and after reading activities, students' motivation and involvement in class increased.
- 2) The SQ3R technique can assist students in setting study goals so that they can read or study more effectively.
- 3) Because of the SQ3R technique's multiple steps, teaching and learning activities in a classroom can be carried out in a systematic manner.

2. The weaknesses of cycle 2

In general, organizing a large class was difficult, especially when the students' achievements were diverse. It was difficult to find an exercise that met the needs of both students with high and low English skill levels. Some bright students thought the assignment was simple

and straightforward, while others thought it was difficult and required more guidance.

e. Final reflection

The researcher and her collaborator met after completing the research in two cycles to discuss the researcher's final reflection. As a result of the observations and test results, the students' reading comprehension ability improved slightly. When students used the SQ3R technique to comprehend such text effectively from cycle one to cycle two, major indicators of reading comprehension such as: finding the main idea and detail information of the text, understanding and guessing the meaning of unfamiliar words, identifying the use reference, and finding implied information of the text improved.

In the third chapter, the learning product's success indicator was written as 70% of students achieved score 70 (pass the KKM) in reading test, indicating that teaching with SQ3R technique improved students' reading comprehension.

Based on what happened to the students, it is possible to conclude that their reading comprehension ability improved. Furthermore, the class's final phase was more alive, organized, and enjoyable. It was demonstrated by increased student participation in the lesson and discussion, as well as increased student confidence in presenting their ideas.

The writer identified various conclusions that answered the study topic after evaluating the data in cycle 2. Cycle 2 research findings highlight two main areas linked to advances in students' reading comprehension, read and class condition.

Table 4.4 The Summary of Research Findings

Research findings	Before action research	After action research
Improvements of students' reading comprehension	The students' reading comprehension was low.	The students' reading comprehension abilities improved.
Improvement on students' reading achievement	The mean score of pre-test: 39.6 The highest score: 80 The lowest score: 10	The mean score of post-test 1: 61.6 The highest score: 80 The lowest score: 50 The mean score of post-test 2: 75.6 The highest score: 80 The lowest score: 60
Improvement on reading class condition	1.The writing class was not 2.Students were not engaged in the discussion. 3.Students in reading class were bored 4.the class was disorganized	1.The writing class was more vibrant. 2.Students participated actively in the discussion, because they express their ideas and ask questions. 3.Students enjoy the lesson 4.The class was more structured.

- 1) The study's findings revealed that using the SQ3R technique improves students' reading comprehension. Their ability enhances students' reading comprehension. Their performance improved from cycle to cycle. They did, in fact, know how to comprehend such text, but they could effectively use the SQ3R technique to comprehend such text in the post-test.

The improvement of students' reading comprehension scores could be analyzed using pre-test and post-test results. A pre-test was carried out

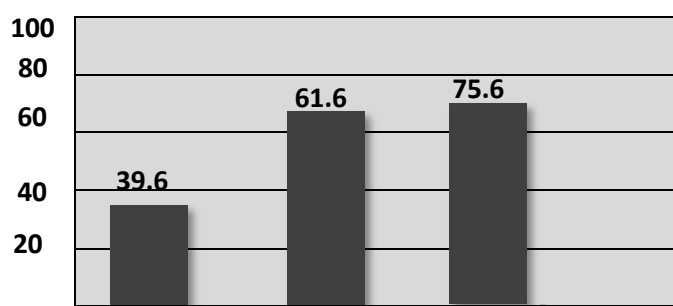
prior to the action, and a post-test was carried out after each cycle. Following the implementation of the SQ3R technique in teaching reading comprehension, students' reading comprehension scores improved. The table below shows how students' reading comprehension achievement has improved.

Table 4.5 Pre-Test and Post-Test 1, and Post-Test 2 score

No	Name	Pre-test	Post-test 1	Post- test 2
1	A A	70	70	80
2	A M	40	60	60
3	A L	50	70	80
4	A M	20	60	60
5	A L	30	50	80
6	A L	40	60	80
7	A B	20	50	80
8	B M	20	50	80
9	D D	70	80	80
10	G L	30	60	80
11	I M	50	60	70
12	J S	50	70	80
13	J S	40	70	80
14	K H	30	50	80
15	K A. N	30	70	80
16	N B	10	60	80
17	N R	40	50	70
18	N T	10	40	70
19	R L	40	60	70
20	R M	80	70	80

21	S W	60	50	60
22	S W K	70	60	80
23	Z K	20	50	80
24	Z T	40	50	70
25	Z L	30	60	80
	TOTAL	990	1,540	1,890

Charts 4.1 The Students' Mean Score from Pre-Test to Pro-Test 2



A mean scale score is computed by adding all individual student scores and dividing by the total number of scores. It can also be called an average.

Table. 4.6 The comparison in students' percentage of pre-test and post-test

No	Test	Fregment		percentage	
		≥ 70	< 70		
1	Pre-test	4	22	16%	88%
2	Post-test 1	6	19	24%	76%
3	Post-test 2	22	3	88%	12%

To calculate percentages, the researcher employs the following formula: Percentage (%) = (Number of parts) ÷ (Total) × 100%. The number of students

passing the kkm (70) increased from 4 to 22, which the cycle concludes when 80% of the students pass the kkm.

2) Class Situation

When applying the SQ3R approach, the results of the class scenario on the teaching and learning process demonstrated that the reading class situation was more alive. Students were urged to take part in the class. It was no longer a teacher-centered procedure. They were reading, talking, and expressing their thoughts. They were discussing something with their companion.

The findings of the teaching and learning process revealed that the researcher was more innovative and used specific teaching techniques. She was also active in guiding students through their tasks and motivating them to be active. These aided students in improving their reading comprehension.

Furthermore, the researcher used the SQ3R technique to conduct a small group discussion which is not the part of the SQ3R technique. Students became more engaged in the discussion as a result of these. The students were not afraid to express their ideas, and their focus was on their group or partner. Because they were in a small group, they were not afraid to make mistakes.

2. Observation

Steps	Theory	Teacher activities	accomplished	Not accomplished
1. Preparation, the teacher explain the	Kemmis and Mc Taggrat :	1.The Researcher started the	Yes	

material or subject.	preparation of SQ3R technique, the teacher must teaching the lesson that has already been prepared and teacher also must observes the students' activity.	learning activity by greeting all the students 2. the researcher checked attendance list of students 3. the researcher explain the material or subject. 4. The research asks the question related to the text.		
2. Reading period Teacher make groups, there are 4 groups, in every groups consist 3 or 4 students'. The researcher	Nida Husna: The SQ3R is design to help students' understand and retain textbook material by using a	1. the researcher explains about descriptive text 2. the researcher gives the announcement	Yes	

gave the students 5-15 minutes to read the text	system or series of steps to guide them.	text as the materials 3.the researcher explains about SQ3R technique 4. the researcher explains how to skim and scan the descriptive text 5. the researcher explains how to make WH questions 6. the researcher asks the students to read the text using SQ3R technique		
3.After reading period	Fairbairn and Winch: It infers that	1.the teacher concluded the material about	Yes	

the teacher concluded the material about announcement text and the last the reading class was closed by the teacher.	SQ3R provides the process of inquiring that make students' become active readers so that they will be more aware of what they read.	giving announcement text. 2.the teacher gave them advices about they should read more and practice at home. 3. the reading class was closed by the teacher.		
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B. Discussion

The research focused on improving students' reading comprehension using the SQ3R technique in both the first and second cycles. The study's findings revealed that the SQ3R technique was effective in improving students' reading comprehension. The following discussion was written based on the findings:

The study's findings revealed that using the SQ3R technique improved students' reading comprehension. Their ability improves with each cycle. It can be seen in the table of comparison in the percentage of students.

SQ3R is one of the techniques that can make students active and effective readers. This technique is designed to make students read faster and gain knowledge. SQ3R contributes as a technique to help the teacher

convey the material easily and makes the students easy in receiving the material as well.

Students are asked to glance through the topic headings and try to get an overview of the reading to get an idea or where the chapter is going when using the SQ3R technique, especially in the first step of this technique, survey. This step will help the students' minds prepare for the subject at hand, as well as inform the students about what the text will be about.

A quick overview of the text, survey, will orient the readers and allow them to comprehend, at least partially, what is to come, according to Robinson. With this preview, they will be able to comprehend the selection more quickly. Furthermore, several studies show that a quick preview of the heading or a glance at the summary aids in chapter reading.

Because of the SQ3R technique, reading comprehension improves. SQ3R is one technique that can help students comprehend more in their reading skills. SQ3R is one technique that can help students become active and effective readers. This technique is intended to help students read faster and gain as much knowledge or information as possible. SQ3R contributes as a technique to help the teacher easily convey the material while also making it easy for the students to receive the material.

According to Snow, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is also in line with Grabe and Stoller stated that reading general comprehension is its most obvious sense, the ability in understanding information of a text, and interpreting it appropriately.

The SQ3R technique, according to Nida Husna, is intended to help students understand and retain textbook material by guiding them

through a system or series of steps as they read and study. In other words, the SQ3R technique was created to help students be more guided and understand English language materials as they progress through the established stages.

SQ3R technique has such a good and simple way of finding detail information of the text by first turning the heading or title of the text into a question (in this case, the question can be from the teacher or the students) that leads the students' reading so that the students can find information and examples that support major points of the text through the next SQ3R technique step called reading.

Furthermore, we know that the better the questions, the better the readers' comprehension. Furthermore, the students were asked to read the text effectively, that is, to read while looking for and understanding important information that can be used to answer the previously proposed questions.

The SQ3R technique can help students improve their vocabulary mastery. Students frequently find themselves unable to continue reading due to a lack of vocabulary. Reading is the third step in the SQ3R technique, and students are asked to infer the unknown word from the context rather than skipping over it in the text. If students are unable to deduce the meanings of unfamiliar words from context, the SQ3R technique instructs them to look them up and reread the sentence in which each new word appears to ensure they understand it.

It is consistent with Brown's assertion that the meaning of a large number of unknown words can be predicted from their context, and the overall meaning of a sentence or paragraph can still be determined. Furthermore, he claims that the better strategy for conveying the meaning of surrounding a specific word will assist the reader in determining the

meaning of that word. Usually, the readers' guesses are accurate enough for them to understand the author's ideas.

The SQ3R technique successfully aids students in improving their reading comprehension. The SQ3R technique used by the teacher could help students improve their reading comprehension. This conclusion is supported by the researcher's findings in pre-test and post-test 2, which show that the students' average scores improve.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

According to the action research conducted in SMA Alkhairaat Kema Minahasa Utara, teaching reading using the SQ3R technique could significantly improve students' reading comprehension of such texts, which was still low. As a result, the researcher used a different technique, SQ3R, to address the root of the problem and improve students' reading comprehension. It was completed in two cycles, with three meetings per cycle. The researcher began on June 6th and end on July 24th, 2023.

The students' reading comprehension improved from cycle to cycle, according to the teacher's observations and some exercises conducted during the research. They made fewer errors when answering the reading comprehension question. They also knew how to effectively comprehend text and answer questions about reading comprehension indicators. The students' reading achievement improved from pre -test to post-test as well.

The results of the test score computation also support the students' improved reading comprehension. Between pre-test and post-test 1, the mean score improves from 39.6 to 61.6. It improves again in cycle 2, with the mean post-test 2 score increasing to 75.6.

It means that taking a course teaching reading comprehension using the SQ3R technique can help students improve their reading comprehension. As a result, the author concluded that employing or implementing the SQ3R technique can improve students' reading comprehension.

B. Suggestions

Following completion of the study and receipt of the study's findings, the following suggestions can be made :

1. To the Teachers

Teachers should learn how to improve their English teaching skills and create a positive environment in the classroom so that students feel at ease and at home. They must also be innovative in their approach to teaching reading so that students are engaged and actively participate in the teaching and learning process.

It is recommended that English teachers use the SQ3R technique to improve their students' reading comprehension achievement. They should prepare thoroughly before implementing the SQ3R technique. They are also advised to continue providing assistance and guidance during the implementation of the SQ3R technique, as well as to provide clear instructions to students at each step of the SQ3R process to avoid misunderstandings.

2. To the Students

Students learning a foreign language should be innovative in order to find the most effective way to learn English based on their abilities. They should push themselves to study more, ask questions about what they don't understand, and learn as much as they can.

3. To other researchers

The researcher completed this study in one month due to time constraints. Other researchers may follow up on this study in the future to find additional ways to help students improve their reading skills. They can replicate this study in schools other than SMA Alkhairaat Kema and thus make the research findings more generalizable.

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APPENDICES

Appendix 1 Lesson Plan**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Sekolah : SMA Alkhairaat kema

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ Ganjil

Tahun Pelajaran : 2023/2024

Alokasi Waktu : 90 menit

A. Kompetensi Inti

K13 : Memahami, menerapkan, menganalisis Pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

B. Kompetensi Dasar

KD 1 : Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.

KD 2 : Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi social, stuktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indicator Pencapaian Kompetensi

1. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks narrative lisan.
2. Menjelaskan fungsi social pada teks narrative lisan.
3. Meceritakan teks narrative .

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks narrative lisan dengan cepat .
2. Menjelaskan fungsi social pada teks narrative lisan dengan tepat .
3. Menjelaskan fungsi social pada teks narrative lisan dengan tepat .
4. Menceritakan teks narrative dengan tepat.

E. Materi Pembelajaran

Narrative Text

The Goose and The Golden Egg

Once upon a time, there was a farmer who had a goose that is absolutely gorgeous, where every day when the farmer came to corral the swans, the Swan has spawned a glittering golden egg.

The farmers take and bring the golden eggs to market and sell it so that in a short time the farmers start to become rich. But soon greed and impatience farmers against the Swans appeared because the Swan gives only an egg every day. The farmers feel he is not going to get rich quick by the way so.

One day, after counting his money, an idea emerged at the head of the farmers, the idea that he's going to get all the golden eggs the Swan while simultaneously cutting the Swan. But when the idea is implemented, there is not an egg she can find, and the goose very valuable already die cut.

F. Metode Pembelajaran:

SQ3R Technique

- Survey
- Question
- Read
- Recite
- Review

G. Langkah Pembelajaran

Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 menit):

No	Activities	Teacher's Language
1	Greeting	<i>Assalamualaikum. Good morning, class</i>
2	Guru bertanya tentang keadaan siswa	<i>How are you today?</i>
3	Memimpin doa	<i>Before starting our lesson today, let's say a prayer , do .</i>
4	Mengecek kehadiran	<i>is here there anyone absent today?</i>

5	Reviewing last material	<i>Let's review our lesson yesterday. What have we talked?</i>
---	-------------------------	--

Kegiatan Inti

Using SQ3R Technique (40 menit)

No	Thapan dalam Teknik SQ3R	Aktivitas
1	Survey	<p>Sebelum membaca teks, siswa diarahkan untuk mensurvei teks dengan cara melihat:</p> <ul style="list-style-type: none"> ➤ Judul text ➤ Membaca paragraf paling awal dan paragraf paling akhir ➤ Membuat kesimpulan mengenai teks apa yang akan mereka baca.
2	Question	<p>Setelah tahap <i>survey</i>, pada tahap ini siswa dibimbing untuk membuat pertanyaan dari judul yang mereka baca. Pertanyaan dapat berupa 'kira-kira teks ini bercerita tentang apa' dan 'hal apa saja yang sudah saya ketahui mengenai teks ini'</p>
3	Read	<p>Pada tahap ini, siswa diminta untuk membaca teks secara keseluruhan dan mencoba menjawab pertanyaan yang dibuat pada tahap <i>question</i>. Siswa diminta untuk berhenti dan membaca ulang kata/kalimat yang sulit untuk dimengerti dan mengurangi kecepatan membaca pada saat mereka menemui kata/ kalimat yang sulit. Selain itu siswa juga diminta untuk membaca paragraf sekali dan</p>

		membaca ulang paragraf tersebut setelah menyelesaikan paragraf selanjutnya.
4	Recite	Pada tahap ini siswa diminta untuk menjawab secara lisan pertanyaan yang telah dibuat. Lalu siswa diminta untuk menceritakan Kembali teks yang mereka baca dengan menggunakan kalimat mereka sendiri sesuai dengan napa yang mereka dapat pada tahap <i>read</i> .
5	Review	Pada tahap ini siswa diminta untuk me- <i>review</i> text yang mereka baca.

Kegiatan Akhir (5 menit):

No	Activities	Teacher's Language
1	Guru mengulas materi ajar	<i>I think we'll stop now. You've had enough practice at that</i>
2	Guru memberikan pekerjaan rumah	<i>Later, in your home, do exercise of announcement text as for your homework.</i>
3	Guru memberi pesan-pesan	<i>Don't forget to study more</i>
4	Leave-taking	<i>Thank you, wassalamualaikum warahmatullahi wabarakatuh</i>

H. Sumber Belajar dan Media

1. Teks yang relevan
2. Media:
 - White board and Board Marker

I. Penilaian

1. Teknik : Membaca
2. Bentuk : Individual
3. Instrument : Narrative Text

Appendix 2 Test

Pre-Test

Source: Rahayu,Ratna. <https://www.coursehero.com/file/94700387/B-inggrisdocx/>, Accessed on July 01

Jambi City

Jambi: A landslide hit a village in Kerinci regency , paralyzing traffic between Jambi and Sungai Penuh, the regency's capital. People travelling from Sungai Penuh to Jambi and vice versa have to take the Trans-Sumatra highway bypassing Solok in the neighboring province of West Sumatra, which costs them twice as much as the regular fare.

A staff of the local transportation office in Sungai Penuh said on Wednesday that the landslide was caused by incessant rain on Monday, which caused dirt and rocks to cover and damage two sections of the road. Herman, a driver of a passenger bus playing the Jambi-Kerinci route, said that it took him 15 hours for the trip, five hours longer than usual, and passengers were charged Rp. 125,000, instead of the regular fare of Rp.50,000. The traffic between Jambi and Sungai Penuh was expected to return to normal on Thursday after the Kerinci administration deployed necessary equipment to repair the damaged road.

1. What hit a village in Kerinci Regency?
 - a. A landslide
 - b. An earthquake
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 - e. A flood
2. What was the effect of thee natural disaster to people travelling from Sungai Penuh to Jambi vice versa?
 - a. The travelling cost double

- b. The travelling cost to Jambi became cheaper
 - c. The travelling cost becomes normal
 - d. There was no effect to the travelling
3. What was the cause of the disaster according to a staff of local transportation office in Sungai Penuh?
- a. Tsunami
 - b. Rock
 - c. Dirt
 - d. Incessant rain
 - e. Traffic
4. How long did it take to travel along Jambi-Kerinci route?
- a. Fifteen hours
 - b. Fifty hours
 - c. Fifty five hours
 - d. Five hours
 - e. Ten hours
5. When was the traffic expected to return to normal?
- a. on Tuesday
 - b. on Wednesday
 - c. on Tuesday
 - d. on Saturday
 - e. on Monday

The following text is for questions 6 to 10

Tornado Wreaks Havoc in Semarang

Residents assess the damage after a tornado damages 150 houses in the district of Tembalag in Semarang, Central Java late on Saturday afternoon. Three people were injured and at least five of the houses in the Sendangguwo and Tandang neighborhoods were destroyed, while many others were seriously damaged as the

tornado ripped off their roots. Thoirin aka Jayeng, 40, a resident whose houses was leveled at the Sedang Asri housing complex, said the winds hit about 4 p.m. I saw this black wind coming and becoming pointed into a funnel. It suddenly approached and hit my house,” he said.

Tohirin’s wife, two children and dmother-in law were in the kitchen at the time when the tornado known loacally as “Ulur-ulur” passed over their home, destroying the guest and bedrooms. “ It was as if the wind had lifted my home up,” Thorin said. The disaster also destroyed the walls of four neighboring houses. Many other homes in the area lost their roofs and residents and neighbors had started rebuilding on Sunday.

Tembalang district head Dayat said the tornado also damaged a small mosque and felled power lines and about 50 trees. His office was still collecting data on the damage, he said. Villagers said the tornado was the worst to hit the district in living memory. Semarang Mayor Sukawi Sutarip and his wife, Sinto Sukawi, visited the scene on Sunday, accompanied by senior officials. “We will provide the victims with assistance immediately,” the mayoral spokesman Achyani said.

6. When did the tornado hit the district of Tembalang in Semarang?
 - a. On Saturday morning
 - b. On Sunday afternoon
 - c. On Sunday morning
 - d. On Sunday afternoon
 - e. On Saturday night
7. How many houses were destroyed by the tornado in the Sendangguwo and Tandang neighborhoods?
 - a. Less than five house
 - b. More than ten houses
 - c. Five houses or more

- d. Exactly five houses
 - e. Three houses
8. The tornado hit the district?
- a. At dawn
 - b. In the morning
 - c. In the afternoon
 - d. In the evening
 - e. At midnight
9. Which parts of Tohirin's house were destroyed?
- a. The kitchen and guestroom
 - b. The guest rooms and the bathroom
 - c. The bedrooms and the kitchen
 - d. The guest and bedrooms
 - e. The living room and the bedroom
10. Who rebuilt the damaged homes?
- a. The residents
 - b. The residents and neighbors
 - c. The Tembalang District head
 - d. The mayor of Semarang
 - e. The mayoral spokesman

Post-test 1

Source: <https://roboguru.ruangguru.com/question/a-kangaroo-is-an-animal-found-only-in-australia-it-has-a> QU-ROBOGURU-12855, Accessed on July 05

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long and very strong back legs and tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour.

The large kangaroos are the great Grey kangaroo and the Red kangaroo. Adults grow to a length of 160 centimeters and weigh over 90 kilograms.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

Questions

1. Where is kangaroo found?

a. In Japan	c. in Austria	e. in
Australia		
b. In London	d. in America	
2. It is about the kangaroos, *except*

a. They eat grass and plants	d. they have a tail
------------------------------	---------------------

- b. They have short front legs
marsupials
- e. they are not marsupials
- c. They have very strong back legs
3. The following are what the kangaroo can do, *expect*....
- a. They have been known to make forward jumps of over eight meters
- b. They can leap across fences more than three meter high
- c. They can also run at speeds of over 45 kilometers per hour
- d. They can't walk
- e. They are marsupials
4. Adult grow to a length of..... meters
- a. 130
b. 140
- c. 150
d. 160
- e. 170
5. Adult grow to a weigh over..... kilos.
- a. 40
b. 50
- c. 60
d. 80
- e. 90
6. A baby kangaroo is.....
- a. Very big
cool
- c. very tiny
- e. very
- b. Very long
- d. very smooth
7. What the title about the text...
- a. What the kangaroo?
- b. What the buffalo?
- c. Kangaroo is marsupials
- d. Kangaroo is Australian animals
- e. What the animal
8. The largest kangaroos are....
- a. The great grey kangaroo and the white kangaroo
- b. The great blue kangaroo and the red kangaroo
- c. The great grey kangaroo and the red kangaroo

- d. The great red kangaroo and the green kangaroo
 - e. The great white kangaroo and the pink kangaroo
9. What is the mean from first paragraph....
- a. Kangaroo's live
 - b. Kangaroo's species
 - c. Kangaroo's job
 - d. Kangaroo's hobby
 - e. Kangaroo's name
10. Why kangaroo can run at speeds of over 45 kilometers per hour?
- a. Kangaroo have short front legs
 - b. Kangaroo have long and strong back legs and tail
 - c. Kangaroo can run like a lion
 - d. Kangaroo have many legs
 - e. Kangaroo are marsupials

Post-Test 2

Source: Nurul F, https://roboguru.ruangguru.com/forum/one-day-nasreddin-was-up-on-the-roof-of-his-house-mending_FRM-WQAVVHJG, accessed on July 01

One day, Nasreddin was up on the roof of his house, mending a hole in the tiles. He had nearly finished, and he was pleased with his work. Suddenly, he heard a voice below call “Hello!” When he looked down, Nasreddin saw an old man in dirty clothes standing below. “What do you want?” asked Nasreddin. “Come down and I’ll tell you,” called the man. Nasreddin was annoyed, but he was a polite man, so he put down his tools. Carefully, he climbed all the way down to the ground.

“What do you want?” he asked, when he reached the ground. “Could you spare a little money for an old beggar?” asked the old man. Nasreddin thought for a minute. Then he said, “Come with me.” He began climbing the ladder again. The old man followed him all the way to the top. When they were both sitting on the roof, Nasreddin turned to the beggar. “No,” he said.

1. Why was Nasreddin on the roof of his house?
 - a. He was looking at the view
 - b. He was waiting for the old man
 - c. He was fixing the roof
 - d. He was resting
 - e. He was annoyed to the old man
2. Who was the old man?
 - a. Nasreddin’s father
 - b. Nasreddin’s friend
 - c. A roof seller
 - d. A roof-mender
 - e. A beggar
3. Why did Nasreddin go down the ladder?

- a. He wanted to get away from his work
 - b. Because the beggar asked him to
 - c. He wanted to speak to the beggar
 - d. He wanted to take some roofs
 - e. He wanted to go with the beggar
4. The following sentences are true based on the text except.....
- a. Nasreddin was mending his tiles when someone called him
 - b. Nasreddin was happy with his work
 - c. Nasreddin didn't look down when the old man called him
 - d. The old man asked some money to Nasreddin
 - e. Nasreddin asked the beggar to climb up the ladder
5. Nasreddin saw an old man in dirty clothes standing below... (line 4). The antonym of the underlined word (DIRTY) is.....
- a. Bad
 - b. Safe
 - c. Clean
 - d. Bright
 - e. Good

Questions 6-10

One day an old lion realized that he was too tired and too weak to look for food because of age. Unfortunately, he approached his nest and knew that he would die soon. He stopped at the entrance, panted, and spoke in a low, gentle voice to the group of wolves that walked through the nest at that moment. He told them about his poor condition.

Soon news of lion's disease spread in the forest and caused great concern for other wild animals. The animals feel sorry for paying their last respects. The old lion was very happy. When every animal enters a nest and it is within reach, the lion overturns it and make it feed. The lion soon became fat.

The fox came every early in the morning. He also came to pay his respects. The fox, famous for its intelligence, approached the lion's lair very carefully. Standing some distance away, he politely asked about the health of the lion and asked if he felt better. "My friend," said the lion, "you? I can hardly see you. You are very far away. Please come closer and whisper a few words in my ear to cheer me up because I haven't lived long".

Meanwhile, the fox watched the floor in front of the lion's room. In the evening he looked up and left. He said, "sorry if I didn't stay because I felt very uncomfortable seeing a lot of footprints that lead to your workplace, but no one left them."

6. Why does the lion hunt day end?
 - a. Animals know about lion disease
 - b. There are no more animals to hunt
 - c. Wolves always defeat lions
 - d. Lions grow older and weaker
 - e. The lion is too strong
7. These words support the view of the lion's sad code, except....
 - a. Age
 - b. Too tired and weak
 - c. Approaching the hive
 - d. Difficulty breathing
 - e. I have nausea
8. Old lions are very happy. It means...
 - a. Many animals visit the lion out of pity
 - b. A lion doesn't have to look for food
 - c. Every animal that enters the work area shows their respect
 - d. The lion gets fat
 - e. The lion is hopeless

9. The tail tells us that....
 - a. Pack the wolf through the lion room
 - b. So many animals pay their respects to the old lion
 - c. Animals that enter the cave do not let me live
 - d. Lions get better and healthier
 - e. Animal wants the lion to die soon
10. How are lions and foxes alike
 - a. Lions and foxes are equally respectable
 - b. The lion and the fox are as strong
 - c. Lions and foxes are smart
 - d. The lion and fox are both honest
 - e. The lion and the child are patient

Answer Key**Pre-Test**

- | | |
|------|-------|
| 1. A | 6. B |
| 2. A | 7. C |
| 3. D | 8. C |
| 4. A | 9. D |
| 5. C | 10. B |

Post-Test 1

- | | |
|------|-------|
| 1. E | 6. C |
| 2. E | 7. A |
| 3. D | 8. C |
| 4. D | 9. A |
| 5. E | 10. A |

Post-Test 2

- | | |
|------|-------|
| 1. C | 6. D |
| 2. A | 7. A |
| 3. B | 8. B |
| 4. A | 9. A |
| 5. C | 10. C |

Appendix 3 Observation Sheet

Steps	Theory	Teacher activities	accomplished	Not accomplished
1. Preparation, the teacher explain the material or subject.	Kemmis and Mc Taggrat : preparation of SQ3R technique, the teacher must teaching the lesson that has already been prepared and teacher also must observes the students' activity.	1.The Researcher started the learning activity by greeting all the students 2. the researcher checked attendance list of students 3. the researcher explain the material or subject. 4. The research asks the question related to the text.	Yes	
2. Reading period	Nida Husna: The SQ3R is design to	1. the researcher explains about	Yes	

<p>Teacher make groups, there are 4 groups, in every groups consist 3 or 4 students'. The researcher gave the students 5-15 minutes to read the text</p>	<p>help students' understand and retain textbook material by using a system or series of steps to guide them.</p>	<p>descriptive text 2. the researcher gives the announcement text as the materials 3.the researcher explains about SQ3R technique 4. the researcher explains how to skim and scan the descriptive text 5. the researcher explains how to make WH questions 6. the researcher asks the students to</p>		
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		read the text using SQ3R technique		
3.After reading period the teacher concluded the material about announcement text and the last the reading class was closed by the teacher.	Fairbairn and Winch: It infers that SQ3R provides the process of inquiring that make students' become active readers so that they will be more aware of what they read.	1.the teacher concluded the material about giving announcement text. 2.the teacher gave them advices about they should read more and practice at home. 3. the reading class was closed by the teacher.	Yes	

Appendix 4 Students' test in Pre-Test

Nama: Julaiha Sunanda.

50

Jambi City

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A staff of the local transportation office in Sungai Penuh said on Wednesday that the landslide was caused by incessant rain on Monday, which caused dirt and rocks to cover and damage two sections of the road. Herman, a driver of a passenger bus playing the Jambi-Kerinci route, said that it took him 15 hours for the trip, five hours longer than usual, and passengers were charged Rp. 125,000, instead of the regular fare of Rp.50,000. The traffic between Jambi and Sungai Penuh was expected to return to normal on Thursday after the Kerinci administration deployed necessary equipment to repair the damaged road.

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 - c. Dirt
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Amiyanti Rahmadani .Lara/ele.

40/11

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24afa langkat

30

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 - c. Dirt
 - d. Incessant rain
 - e. Traffic

30

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Khumaica .A. Ngalo

30

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SABDI WAJANA

60

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Appendix 5 Students' test Post-Test 1

Bahrem misket
 kis: \bar{x} kis: 20 50 //

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long and very strong back legs and tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour.

The large kangaroos are the great Grey kangaroo and the Red kangaroo. Adults grow to a length of 160 meters and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

Questions

- Where is kangaroo found?

a. In Japan	c. in Austria	<input checked="" type="checkbox"/> in Australia
b. In London	d. in America	
- It is about the kangaroos, *except*

a. They eat grass and plants	<input checked="" type="checkbox"/> they have a tail
b. They have short front legs	e. they are not marsupials
c. They have very strong back legs	
- The following are what the kangaroo can do, *expect*

a. They have been known to make forward jumps of over eight meters
b. They can leap across fences more than three meter high
<input checked="" type="checkbox"/> They can also run at speeds of over 45 kilometers per hour
d. They can't walk
e. They are marsupials
- Adult grow to a length of meters

a. 130	<input checked="" type="checkbox"/> 150	e. 170
b. 140	d. 160	
- Adult grow to a weigh over kilos.

a. 40	c. 60	e. 90
<input checked="" type="checkbox"/> 50	d. 80	

NAMA = SABDI WATIINA
KELAS = X

50/11

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NAMA: AKSAN MUNTUH
KELAS: 10/X.

60/11

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 d. they have a tail
 e. they are not marsupials
- The following are what the kangaroo can do, *expect*
 a. They have been known to make forward jumps of over eight meters
 b. They can leap across fences more than three meter high
 c. They can also run at speeds of over 45 kilometers per hour
 d. They can't walk
 e. They are marsupials
- Adult grow to a length of..... meters
 a. 130
 b. 140
 c. 150
 d. 160
 e. 170
- Adult grow to a weigh over..... kilos.
 a. 40
 b. 50
 c. 60
 d. 80
 e. 90

Nama: Khumaira . Afzeli . Ngalo

Kelas: Serubb (X).

70

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long and very strong back legs and tail. These they use for sitting up on and for jumping. Kangaroos have been know to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour.

The large kangaroos are the great Grey kangaroo and the Red kangaroo. Adults grow to a length of 160 meters and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is bborn, and it crawls at once into this pouch where it speds it first five months of life.

Questions

1. Where is kangaroo found?
 - a. In Japan
 - b. In London
 - c. in Austria
 - d. in America
 - in Australia
2. It is about the kangaroos, *except*
 - a. They eat grass and plants
 - b. They have short front legs
 - c. They have very strong back legs
 - d. they have a tail
 - they are not marsupials
3. The following are what the kangaroo can do, *expect*....
 - a. They have been known to make forward jumps of over eight meters
 - b. They can leap across fences more than three meter high
 - c. They can also run at speeds of over 45 kilometers per hour
 - They can't walk
 - e. They are marsupials
4. Adult grow to a length of..... meters
 - a. 130
 - b. 140
 - c. 150
 - 160
 - e. 170
5. Adult grow to a weigh over..... kilos.
 - a. 40
 - b. 50
 - c. 60
 - d. 80
 - 90

NAMA : Deswita Djaelani
 KLS : X

80

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Appendix 6 Students' test Post-Test 2

Deswita Djaelani
(x)

80

Post-Test

One day, Nasreddin was up on the roof of his house, mending a hole in the tiles. He had nearly finished, and he was pleased with his work. Suddenly, he heard a voice below call "Hello!" When he looked down, Nasreddin saw an old man in dirty clothes standing below. "What do you want?" asked Nasreddin. "Come down and I'll tell you," called the man. Nasreddin was annoyed, but he was a polite man, so he put down his tools. Carefully, he climbed all the way down to the ground.

"What do you want?" he asked, when he reached the ground. "Could you spare a little money for an old beggar?" asked the old man. Nasreddin thought for a minute. Then he said, "Come with me." He began climbing the ladder again. The old man followed him all the way to the top. When they were both sitting on the roof, Nasreddin turned to the beggar. "No," he said.

- Why was Nasreddin on the roof of his house?
 - He was looking at the view
 - He was waiting for the old man
 - He was fixing the roof
 - He was resting
 - He was annoyed to the old man
- Who was the old man?
 - Nasreddin's father
 - Nasreddin's friend
 - A roof seller
 - A roof-mender
 - A beggar
- Why did Nasreddin go down the ladder?
 - He wanted to get away from his work
 - Because the beggar asked him to
 - He wanted to speak to the beggar
 - He wanted to take some roofs
 - He wanted to go with the beggar

Julaiha Sumonda

80
/

Post-Test

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Narna. Nabila Buchari

80

Post-Test

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MEN A Azvic BMEJO
 KELAS: 10
 Noor: 16

80

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A Day - Across

80

Post-Test

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Appendix 7 Documentation







PEMERINTAH PROVINSI SULAWESI UTARA
DINAS PENDIDIKAN NASIONAL
SMA ALKHAIRAAT KEMA

Alamat : Jln. Kema-Lansot Jaga X kema III
Kode Pos 95372 e-mail : smaalkhairaatkema@gmail



SURAT KETERANGAN PENELITIAN
Nomor : 1134 / L.16.17/SMA ALKH/KP/2023

Yang bertanda tangan dibawah ini :

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NUKS : 18023L0011706242052673
Jabatan : Kepala Sekolah
Unit Kerja : SMA Alkhairaat Kema

Dengan ini menerangkan dengan benar bahwa :

Nama : Mutiara Nurul Jannah
NIM : 1826040
Semester : XI
Fakultas : Tarbiyah dan Ilmu Keguruan (IAIN)
Jurusan : Tadris Bahasa Inggris

Yang bersangkutan telah selesai melaksanakan penelitian dengan judul "*Improving students' reading comprehension through SQSR technique at SMA ALKHAIRAAT KEMA*"

Demikian surat keterangan penelitian ini diberikan untuk digunakan seperlunya

Kema, 10 Oktober 2023

Kepala Sekolah



Dra. Ulfa Djaelani

NUKS. 18023L0011706242052673

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Parents' Name
Father : Bambang Suprpto
Mother : Heidy Usulu S.S.
Educational Background
Elementary School : SDN Treman
Junior High School : SMP 2 Kauditan
Senior High School : Manado Independent School
Organizational Experience :

Manado, 15 December 2023
The Researcher

Mutiara Nurul Jannah