

**THE EFFECTIVENESS OF Survey, Question, Read, Recite, React, Record,
Review, (SQ5R) TECHNIQUE TO IMPROVE READING
COMPREHENSION FOR THE SEVENTH GRADE
AT MTSS RAUDHATUN NAJAH**

THESIS

Submitted by

**ONI ANTI RISTA
1042011110
English Education Department**



**THE MINISTRY OF RELIGIOUS AFFAIR
STATE INTITUTE FOR ISLAMIC
STUDIES LANGSA
2017 M / 1438 H**

STATEMENT OF CERTIFICATION

**THE EFFECTIVENESS OF Survey, Question, Read, Recite, React, Record,
Review, (SQ5R) TECHNIQUE TO IMPROVE READING
COMPREHENSION FOR THE SEVENTH GRADE
AT MTSS RAUDHATUN NAJAH**

By

**ONI ANTI RISTA
1042011110**

**Has been defended in Sidang Munaqasah by the board of Thesis Examiners
and has been accepted as a Partial Fulfillment of Requirement for
Sarjana Pendidikan (S. Pd) in English Education of
Tarbiyah and Teachers Training faculty on:**

Wednesday, August, 9th 2017 M

Content of Thesis Examiners

Chairman,

Secretary,

Zulfitri, MA.

Dessy Kurniasy, M.Hum

Examiner I

Examiner II

Muslem, S.Pd, M.Pd, M.TESOL

Cut Intan Meutia, MA

Certified by:

**The Dean of Tarbiyah and Teachers Training Faculty
State Institute for Islamic Students Langsa**

**Dr. Ahmad Fauzi, M.Ag
NIP. 19570501 198512 1 001**

ACKNOWLEDGEMENT

Praise and great gratitude to Allah SWT are submitted by the author for blessing and helping her to complete this thesis.

This thesis is arranged to fulfill the requirements for obtaining bachelor's degree in English Department of Faculty of Tarbiyah and Teacher Training IAIN Zawiyah Cot Kala Langsa. On this occasion with great humility, I would like to thank to all of those who have given me help and guidance so that thesis can be finished.

1. Dr. H. Zulkarnaini, MA as the Rector of IAIN Zawiyah Cot Kala Langsa
2. Dr. Ahmad Fauzi, M. Ag as the Dean of Tarbiyah and teacher training Faculty.
3. Zulfitri, MA as the Head of English Department.
4. My best gratitude to Zulfitri, MA and Dessy Kurniasy, M.Hum as my supervisors in completing this thesis through the guidance and direction as well as the encouragement that are very useful and helpful for the preparation and writing of this thesis.
5. Thanks to mother and father who have been given an education and knowledge in my life. They can survive and face everything until today just because of their love.
6. Thanks to my greatest close friends Sri Nirmala Sari, Mentari, Devi Dwiwana Sari who always accompany me in any conditions since the first semester. Wonderful thank also for all my greatest friends in unit 3 of year 2011 that I cannot mention their names one by one. Love you all.

Finally, I say thank you so much for those who I do not mention the names. Hopefully, this thesis can be useful for us and become the input for the people in need.

The Writer

Oni Anti Rista

TABLE OF CONTENTS

ABSTRACT	
DECLARATION	
APPROVAL	i
ACKNOWLEDGEMENT	ii
LIST OF APPENDICES	iii
TABLE OF CONTENTS	iv
CHAPTER I : INTRODUCTION	1
A. Background of the Study	1
B. Research Question	4
C. Purpose of the Study	5
D. Hypothesis of Study	5
E. Significance of the Study	5
CHAPTER II : LITERATURE REVIEW	7
A. Definition of Reading	7
B. Goal of Reading	8
C. Types of Reading	8
D. Reading Comprehension	9
E. Descriptive Text	16
F. SQ5R Technique	18
CHAPTER III : METHODOLOGY	21
A. Place and Time of The Research	21
B. Population and Sample	21
C. Method of Research	22
D. Data Collecting Technique	22
E. Technique of Data Analysis	23
F. Research Procedure	24
CHAPTER IV : FINDING AND DISCUSSING	26
A. Research Finding	26
1. Data Analysis from Test	27
2. Data Analysis	30
B. Discussion	46
CHAPTER V : CONCLUSION AND SUGGESTION	48
A. Conclusion	48
B. Suggestion	48
BIBLIOGRAPHY	
APPENDICES	

ABSTRACT

This Study is to identify the Effectiveness of Survey, Question, Read, Recite, React, Record, Review, (SQ5R) Technique To Improve Reading Comprehension for the Seventh Grade at MTsS Raudhatun Najah. The aims of this research is to help students' reading comprehension for seventh grade at MTsS Raudhatun Najah in comprehending descriptive text. The writer used SQ5R technique as a learning technique to teach reading in the classroom. SQ5R technique was one of technique to improve students' interests and motivation in reading activity. Moreover, the writer used experiement research as methodology of the research. Furthermore, the writer selected students as sample of this study; 26 in experimental group and 26 in control group. Next, the writer used quantitative method because the writer considered students' score in learning and test to collect the data. The purpose used quantitative method to find out students' score as the result of the research. The writer used quasi experiment in this research. Quasi experiment is one type of research method that provides as much control as possible in the situation. The purpose used the quasi experiment because the writer cannot estimate the relevant variable in this research. Therefore, the writer selected two classes as the sample of the study. The data collection was preceded in different phases of research execution; pre-test, treatment and post-test. The experimental group received the SQ5R technique four hours a week during three weeks. The finding showed that the SQ5R technique implementation has a lot of influence of students' ability in reading descriptive text. It means that SQ5R technique can support and improve their ability in reading and students are motivated to read an English text.

Key words: Reading Comprehension, SQ5R technique.

CHAPTER I

INTRODUCTION

A. Background of Study

People in many countries agree that English is a universal language. It is caused that English is very important in our life. However, English is not only used in communication but also it is used to collect new information, business and other. Moreover, English is also help people to understand the desire of each others, it can be used when the people can have mutual understanding or get the point of the communication. In other words the listener know well what the speakers' intention. Therefore, it can produce an effective communication and it is obligated for the learners to master the communicative competence.

The development of science and technology demand the learners to master the communicative competence. There are four skills that have to be mastered. One of them is reading. Peter said that one of principal skill is reading.¹ Reading is an activity that can not be separated from human life because English help us to get a good job, experience and knowledge. Moreover, in educational system, the learners have to master reading skill because it helps learners to improve their knowledge. Without reading, students are difficult to increase their performance in learning. Therefore, that is why it

¹ Peter Edward, *Literacy Techniques*, (e-Journal FKIP, Vol.1 No. 3, 2009), P. 10

said that reading is the basic foundation. It can support the other skill in learning process.

Reading plays a central role in every English classroom activities. According to Teresa, in the learning process, reading is main instrument.² It is a very useful activity that helps the learners to gain knowledge. Through reading, the learners can get information, knowledge, as well as insight. The various information that is delivered through printed media or even verbal media is equipped through writing.³ Therefore, the readers should be able to read well so that the information can be achieved correctly.

Understanding the main idea of a piece of a text is absolutely essential. The readers should be able to take some details from the text. The text usually includes topics, main idea, and supporting details. It can be taken by telling where, who, what, when, why, and how. It helps the readers to understand the point of the writer. Comprehension is raised when the readers can identify the relationship between topics, main ideas, and the details.

In Junior high school, the students learn some texts. One of a monolog text is descriptive text. Pardiyoно said that descriptive text gives description about living or non-living things to the reader.⁴ The text has two generic structures, namely identification and description. In the study, the writer chose descriptive text. The text is appropriate in implementing SQ5R technique. It

² Teresa Cremin, *Teaching English Creatively*, (Journal of Education and Literature, Vol.1 No. 2, 2009), p. 57

³ Bukhari, *Keterampilan Berbahasa Membaca dan Menulis*, (Banda Aceh : Yayasan Aceh Pena, 2010), p. 1

⁴ Pardiyoно, *Pasti Bisa! Teaching Genre-Based Writing*, (Yogyakarta: Andi Yogyakarta, 2007), p.33.

was caused by the technique emphasizes the important information which are in descriptive text that can be obtained by asking seven basic comprehension (survey, question, read, recite, record, react and review).

Regarding about the researcher's experience, students are difficult to determine topic and main idea of the text. Then, students are not confidence when the teacher instructs students to read the text intensively. Moreover, students do not focus on the main points of the text. Furthermore, the students' reading comprehension especially in descriptive text in the school is low. It could be seen from more than 50% students got low scores in reading comprehension test of descriptive text. It means that the students had a problem in reading comprehension the text.

Those problems are caused by some cases. They were lack of students' background knowledge, lack of students' vocabulary, and what technique which is suitable used in teaching reading comprehension. Reading is not a simple activity like a lot of sides suppose latest. Students not only see a text, read, and after that it is measured by the capability to answer the sequence of questions that organized according to the text, but it is also influenced by some factors. They are the readers' internal as well as external.⁵ Technique is one of external factors that influence the reading skill of the students.

To improve reading comprehension, teacher should conduct technique to increase learning in the class. It is caused that a proper technique also determine students' quality in reading. Without a good technique, the teacher

⁵ Iskandarwassid, Dkk, *Strategi Pembelajaran Bahasa*, (Bandung: PT Remaja Rosdakarya, 2008), p.246

will be difficult to teach reading compatible with students' characters and competencies. SQ5R is one of the techniques to teach reading comprehension. By using SQ5R, students will be easy and confidence to read the text if the teacher gives on what students' need and interest. The teacher also has to be active and creative to consider students' ideas in students' reading activity.

The involvement of the teacher to decide reading technique is important so that it can help student to increase their reading comprehension. There are some techniques that can be chosen by teacher for teaching reading, for example SQ5R technique. In this context, this study is undertaken to describe whether the SQ5R is effective or not. Therefore, the writer proposed to do an experimental research and choose SQ5R by considering the difficulties that faced by students.

Based on the background above, the writer interest to conduct a research entitled is *The Effectiveness of Survey, Question, Read, Recite, React, Record, Review, (SQ5R) Technique To Improve Reading Comprehension for the Seventh Grade at MTsS Raudhatun Najah.*

B. Research Question

Based on the background of the study, the writer states the research problem; does SQ5R technique improve students' reading comprehension for the seventh grade at MTsS Raudhatun Najah?

C. Purpose of Study

Based on the research question above, the aim of this study is to find out whether SQ5R technique improves students' reading comprehension at MTsS Raudhatun Najah

D. Hypothesis of Study

Based on the description that has been described above the hypothesis of this research are:

H_a: SQ5R technique can improve students' reading comprehension at MTsS Raudhatun Najah

H₀: SQ5R technique cannot improve students' reading comprehension at MTsS Raudhatun Najah

E. Significance of Study

The result of this research is expected to give some benefits for:

1. For students
 - a. Students will be easy to determine topic of the text.
 - b. As motivation for students to improve students' reading comprehension in learning
2. For teacher
 - a. This research can be a reference for teacher to provide learning technique which is in accordance with students' characters, levels and competencies.
 - b. This research can help teachers to conduct technique in improving students' reading comprehension

3. For school
 - a. School will know students' achievement in learning.
 - b. This research will be reference for school to consider good facilitation for students in learning.
4. For other reasearchers
 - a. This research can give contribution for the writer who are interested in doing the similar research. Moreover it can give motivation for them to find out other techniques in improving students' reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. The Definition of Reading

In English as Foreign language, reading is one of English skills besides speaking, listening and writing. Those skills must be learned students in teaching and learning process. The importance of reading for students to collect new information, experience, knowledge and other in teaching and learning process.¹⁸ According to Hesham Suleiman Alyousef, reading is interactive process between a reader and a text which leads to reading fluency.¹⁹ In other words, reading is very important to increase students' knowledge and skill in understanding the meaning of text. Furthermore, Hamidur Rahman stated that reading is a conceptual and thinking process through print and the process is interpretative.²⁰

According to Harmer states that reading is useful for many purposes: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their mind as part of the process language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.²¹ Moreover, the purpose of reading refers to build students' knowledge in learning. Sulaiman stated that any component of an English language course has goals for

¹⁸ David Nunan, *Practical English Language Teaching*, (Singapore: The Mc Grow Hill Company, 2003), p. 68.

¹⁹ Hesham Suleiman Alyousef, Teaching Reading Comprehension to ESL or EFL Learners, *Journal of Language and Learning*, Vol. 5, No. 1, 2006, p.64.

²⁰ Hamidur Rahman, *An Evaluation of the Teaching of Reading Skills of English in Bangladesh*, Thesis Unpublished, 2007, p.22.

²¹ Harmer, *How to teach English*, (England: Pearson Education Limited, 1998), p. 68

building knowledge of language which will facilitate reading ability, taking a critical stance to the contents of the texts and other.²² In addition, Peter Westwood stated that proficiency in reading basically involves gaining competence in two separated complementary processes, namely word identification (decoding) and linguistic comprehension.²³ Based on the description above, reading can be defined as skill to comprehend passage of text to obtain information, knowledge and news.

B. The Goals of Reading

In reading activity, there are two reasons why reading is important in teaching and learning process;

- a. Reading will help students to achieve some clear aim or information. It means that reading is one of the ways to get information.
- b. Reading is needed for career, for study purposes, or simply for pleasure. Teacher or students reads a book to improve their knowledge and people read comic, magazine or novel for pleasure.²⁴

C. The Types of Reading

The types of reading can be divided four, they are;

- a. Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance.²⁵ Intensive reading will provide a basic for explaining

²² Hesham Suleiman, *Teaching Reading Comprehension to ESL/EFL learners*, (Saudi Arabia: The Reading Matrix, 2005), p. 147.

²³ Westwood Peter, *What Teacher Need to Know about Reading Difficulties*, (Victoria; ACER Press, 2008), p. 14.

²⁴ Jeremy Harmer, *How to Teach English*, (England: Pearson, 2014), p. 99.

difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure.²⁶ The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update.

c. Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before.²⁷ The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. According to Elizabeth, aloud reading means reading a book by producing sounds audible to other. Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at specific moment alone. Reading

²⁵ Nasser Rashidi, *The Effect of Extensive and Intensive Reading on EFL Learners' Vocabulary*, Iran, Academy Publisher, Journal of Language Teaching and Research, Vol. 2, No. 2, 2011, p. 471.

²⁶ Marjan Piran, *Extensive and Intensive Reading*, Iran, Academy Publisher, Journal of Teaching and Learning, Vol. 1, No. 1, 2010, p.128.

²⁷ Derry Koralek, *Reading Aloud for Young Learners*, (New York: Penguin Putnam, 2001), p. 47.

aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information.²⁸ Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary. According to Elizabeth, silent reading means reading something without producing sounds audible to other. In silent reading the students can more easily work at their own material pace or speed.²⁹

D. The Reading Comprehension

Reading comprehension is defined as readers' abilities to understand what they have read.³⁰ successful comprehension enables readers to acquire information, experience and communicate successfully to achieve academic success. Anderson, Hiebert, Scott, & Wilkinson stated that reading comprehensions is the process of constructing meaning by coordinating a number

²⁸ Elaine M. Garan, *The Benefits of Sustained Silent Reading: Scientific Research and Common Sense Converge*, Canada, ERIC Publisher, Journal of Reading Teacher, Vol. 61, No. 4, 2008, p. 337.

²⁹ Ibid, p. 338.

³⁰ Frank Serafini, *Rethinking Reading Comprehension: Definitions, Instructional Practices, and Assessment*, (Journal of Language and Literacy Education, 4 (2), 2012), p.190.

of complex process that include word reading, word and world knowledge, and fluency.³¹

Moreover, David presents four general strategies of reading comprehension. First, design a planning; it aims that reader sets a purpose of the text. Second, determine Importance thing; is to identify essential ideas and information. Third, make Inferences; it means that the reader makes a summary or own words on the difficult sentences to be understood and reader to be easy to find out content of the text suitable to context. Fourth, make connections; it means that reader inside simple words to combine the meaning.³² Similar idea is also by Kathy Ganske and Douglas Fisher mention some strategies to support reading comprehension, they are; *prediction*, students use background knowledge, cover illustration and text to predict what might happen in a story. *Monitoring and clarifying*, students realize that they are confused by the text and reread to clarify passages that do not make sense. *Questioning*, students spontaneously form questions about the content of text before, during and after reading. *Summarizing*, students understand the most important content shared in a passage or text. *Visualizing*, students create mental images of the text during and after reading.³³

Major goal of reading comprehension instruction according to Fran Lern is to help students develop the knowledge, skills, and strategies they must possess

³¹ William Grabe and Stoller Fredicka, *Teaching and Researching* (Great Britain: Logman, 2002), p. 17.

³² David W. Moore, *Reading Comprehension Strategies*, (Journal of Education, 1 (2), 2013), p.2.

³³ Kathy Gansky and Douglas Fisher, *Comprehension Across the Curriculum: Perspectives and Practice*, (New York: The Guilford Press, 2010), p.84.

to become proficient and independent readers.³⁴ Furthermore, the reader should clarify the words in the text which can make the reader know all of the meanings from the words. In addition, the basic of reading comprehension that reader has to know in reading according to Elizabeth Chesla are as follows; how to be an active reader, how to find the main idea of a passage, how to figure out what words mean without a dictionary, how to tell the difference between fact and opinion.³⁵

Moreover, reading comprehension is the ability to understand information in a text and interpret it appropriately. Getting information from a reading material can be very difficult if readers cannot comprehend what they read. “Comprehension is a special kind of thinking process that actively constructs meaning internally from interacting with the material that is read”. Reading comprehension is an ability to understand what has been read. Furthermore, Carnine, Silbert, and Kameenui, state that comprehension involves almost every type of “understanding” or “thinking”.³⁶

According to Harris and Sipay also stated that the techniques of reading comprehension are scanning, skimming, extensive reading, and intensive reading.³⁷ Scanning, quickly going through a text to find a particular piece of information. For instance, when a person wants to get a name, date, or year in a history book, it is not important for him or her to read the whole content.

³⁴ Fran Lehr, *Research-Based In Early Reading Series*, (Honolulu; Pacific Resource to Education and Learning (PREL), 2005), p. 3.

³⁵ Chesla Elizabeth, *8th Grade Reading Comprehension Success*, (New York; Learning Express, 2001), p. 1.

³⁶ Chesla Elizabeth, *8th Grade Reading Comprehension Success*, (New York; Learning Express, 2001), p. 3.

³⁷ David W. Moore, *Reading Comprehension Strategies*, (Journal of Education, Vol. 1 No. 2, 2013, p.4.

Skimming is quickly running ones' eyes over a text to get the gist of it. For example, in order to decide whether a book is relevant to one's work or to keep oneself always informed about a part of a book that is not important for him usually before reading it, a reader looks at the table of contents and chooses which parts are important and relevant to what he or she needs. Extensive reading is reading a longer text, usually for one's own pleasure. It is a fluency activity.

1. Students' Characteristics in Reading Comprehension

Comprehension is a written text means extracting the required information from text as effectively as possible.³⁸ Therefore, to comprehend written materials, readers must use various skills, such as; readers must be able to draw conclusion, identify main ideas, and recognize details from the texts. These skills can be identified as an important element in the comprehension of written material. It is important to note that these kinds of mental abilities are not those measured by under standardized reading comprehension test.

Reading comprehension involves taking meaning to a text in order to obtain meaning from the text. An individual may be said to comprehend a text if the fulfill one of these criteries:

- a. Recognize the words and sentences in the text and know what these words and sentences mean.
- b. Associate meaning, both denotative and connotative from personal experiences with the printed text (obtain inferential meaning),

³⁸ Shaqiri Mashur, *Teaching Reading by Using SQ3R in Improving Reading Comprehension*, Thesis Unpublished, (2012), p.18.

- c. Recognize how all these meanings and /or their perception fit together contextually.
- d. Make value judgments based on the reading experience.³⁹

Moreover, there are several conditions and practices for students to develop in reading comprehension;

- a. There are some focus things on comprehension

It is no surprise that teachers who develop reading comprehension has to spend time for students' comprehension in reading. However, by teaching reading, teacher should not only focus on comprehension but also teaching which is related to the text, such as; vocabulary, language used, structure, meaning and other.⁴⁰ These relationship will be showed positive result in reading comprehension, because students are not only learn to understand the text but also know the important point of the text.

- b. Students talk about topic

Teacher as motivator should give opportunities to discuss text for students in learning, because when teacher gives frequent opportunities for students will make them more confident to talk about the text. Moreover, to discuss about text, students need to be able to find out information that are suitable to the context, such as; determining the main idea, topic, language used, meaning and others. Topic is one of vital elements to obtain an information of the text. The important to find out the topic that students to

³⁹ Syaifullah, *Reading Comprehension by Using FRESH Technique in Improving Students Achievement*, Thesis Unpublished, (2013), p.45.

⁴⁰ Margaret G. McKeown, *Building a Vocabulary Foundation for Comprehension*, (Journal of Education and Research, 2 (1), 2008), p.54.

be more easy to determine content of the text. According to Arnaudet the first sentence of a paragraph is usually called the topic sentence.⁴¹ Moreover, the purpose of a topic sentence is to substantiate or support an essay's statement, then to unify the content of a paragraph and establish a general sense of organization, next to present to the audience the subject to be discussed and how the paragraph will treat that subject.⁴²

c. Teachers and students read a lot

One characteristic which is the most common that teacher instructs students a lot of reading in the class. It is important to develop reading comprehension because students will be able to determine the content of the text. Moreover, students will obtain information and experience through text discussion in class.

2. Types of Knowledge and Skill Necessary for Comprehension

There are four types of knowledge and skill that are necessary to comprehend advanced texts of the secondary school subject areas. These knowledge types include; semantic, disciplinary, discursive and pragmatic.⁴³

a. Semantic knowledge

The semantic or word knowledge is a process to study or to understand the text. It aims to find out the information or passage of text.

The important of this type for students are they will be more easy to discuss

⁴¹ Arnaudet, *Paragraph Development: a Guide for Students of English as a Second Language*, (Journal of Education, 2 (1), 2011), p.6.

⁴² Pacheco, *Topic Sentences: Hyper Teach Resources*, (Journal of Education and Research, 2 (1), 2010), p.127.

⁴³ Catherine E. Snow, *Reading for Understanding: Toward an Research and Development Program in Reading Comprehension*, (Washington: RAND, 2002), p.72.

the text content, ideas, topic and other. Moreover, teacher will use it as basic in reading to improve students' reading comprehension in learning process.

b. Disciplinary knowledge

One dilemma of reading comprehension at secondary schools level is difficult to find out the significant theory for students in learning reading comprehension. Most teachers try to give some methods or medias accurately to support the learning process.⁴⁴ It aims to develop students' interest to improve their reading comprehension.

c. Discursive knowledge

Discursive knowledge refers to an understanding of text where students must be given a guideline to check the text that are suitable to the learning objective. Then, students are instructed to discuss the text both in general or specific related to the context of the text. It means that students have to know the text intensively, such as; the main idea, topic, structure, meaning and other.

d. Pragmatic knowledge

It is a process to focus on content where reader must read in detail the text to get some information, ideas, notion or concept of the text. Moreover, teacher must give some intructions for students to combine topic, main ideas and supporting ideas to relate the content of text.⁴⁵

⁴⁴ G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (Journal of Education, 1 (3), 2011), p.34.

⁴⁵ Lisa T. Noonis, *Reading Comprehension Instruction*, (Journal of Education and Instruction, 1 (2), 2008), p.23.

3. Levels of Reading Comprehension

The term “levels of comprehension” refers to the thinking process that is stimulated in order to arrive at answers to reading comprehension questions.⁴⁶ The important to learn levels of reading comprehension has some effects in reading classroom, such as; the effect of students’ achievement scores where students’ mastery of the levels of comprehension is related to the types of questions they are able to answer.

To be able to answer questioned is attained from the passage text by determining whether literal, analytical, inferential, or critical thinking are involved. Research has shown that limited mastery of levels of comprehension is equal to poor reading scores. Then, the effect of reading experience, students’ mastery of the levels of comprehension indicates that students are able to experience a much greater appreciation of the texts of what they have read, understand literal sentence and writer’s underlying meaning and intentions of the text. Next, effect on teacher instruction, it is related to the positive effect of higher-order thinking on students’ achievement scores. State standards also call for higher-order thinking experiences to take place in the classroom.

In summary, reading comprehension is a constructed meaning from written text that requires reader to find the purpose of reading text, exploring the main idea and supporting ideas, distinguishing the differences between explicit and implicit meaning.

⁴⁶ Hawker Brownlow, *Assessing Levels of Comprehension*, (Australia: Education Press, 2010), p.5-6.

E. Assessment of Reading Comprehension

To identify students' comprehension in reading. An accurate assessment is necessary to implement, to identify students who need remediation and to help plan future instruction. Therefore, there are several general principles to conduct the assessment of reading comprehension, they are;

- a. Reading comprehension usually focus on cognitive students. It started how students find the information, meaning and conclude the content of the text. Moreover, teacher should make a strategy or guideline to give score for students because it is difficult to assess the ability of the students in reading comprehension. Furthermore, to assess students' cognitive cannot be directly observed or measured, a good procedure must be made so that learning process can be optimal in order to give score to their reading comprehension.
- b. To assess students in reading comprehension, teacher should give a test as evaluation in learning process. It aims that to find out the students' ability in understanding the text. The difficulty of students to interpret difficult words, fluency in reading make a teacher has to design suitable text to students' characters, levels and competencies. Moreover, test should be designed from the simple sentence till the difficult sentence. It aims that teacher can interpret students' score in reading comprehension.
- c. To avoid misunderstanding to the assessment, teacher must give a significant test intensively in detail. It aims that the test can be conducted

accurately. Moreover, test must be evaluated to create an active learning situation optimally.⁴⁷

F. Descriptive Text

1. The Definition of the Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.⁴⁸ Furthermore, Pardiyono mentions descriptive text gives description about living or non-living things to the reader.⁴⁹ In other words, this text can tell an object that is still alive and not. Moreover, Clouse adds the descriptive text gives a significant point of view because it transforms our feeling and extends our experiences.⁵⁰ It is the essential aspect of descriptive text to tell about something or someone particularly which bring the reader's perception change and spread the reader's knowledge. In this notion, Wishon and Burks state that descriptive text provides sense of opinions, for instance, smell, sound, feel, look of things.⁵¹

2. The Purpose of the Descriptive Text

To identify descriptive text, Barbara stated that there are some purposes of descriptive text; to give many impressions, to understand with experience, to help

⁴⁷ J. M. Betjemann and Olson R. K, *Designing Test of Reading Comprehension: Differential Dependence on Decoding and Oral Comprehension*, France, Routledge Press, Journal of Language and Education, Vol. 2, No. 4, 2010, p.321.

⁴⁸ Senggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008),p.89.

⁴⁹ Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing*, (Yogyakarta: Andi Yogyakarta, 2007), p.33.

⁵⁰ Barbara Fine Clouse, *The Student's Writer*, (New York: The Mc-Graw Hill Companies, 2004), p. 142.

⁵¹ George E. Winshon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p. 128.

reader with the misconception subject written about, to make a fresh value for the familiar and convince the reader about something.⁵² Moreover, Fink states that the purpose of description is to imagine the reader by using a picture of a person, subject, or setting.⁵³ In this way, descriptive text purposes to convey feelings and entertain the reader and to inform detailed information about something. In summary, the purpose of descriptive text is to get pleasure and information of the text

3. The Structure and Language Feature of the Descriptive Text

To consider structure and language feature of the descriptive text, James stated that descriptive text are classified into two aspects, they are identification and description;⁵⁴

a. Identification

Identification introduces the thing as the first step in the beginning structure of descriptive text. Thus, in the identification section, the reader identify what is the object will appear. In short, identification is introducing the first part of the text initially. According to Sudarwati identification contains name, occupation, profession, and career.⁵⁵

⁵² Barbara Fine Clouse, *The Student Writer*, (USA: Mc. Graw Companies, 2002), p. 143.

⁵³ Lila Fink, et. al., *Choices a Text for Writing and Reading*, (New York: Brown and Company Limited, 1983), p. 41.

⁵⁴ Peter James, *Real English 1 For senior High School Grade X*, (Jakarta: Erlangga, 2006), p. 122.

⁵⁵ Th. M Sudarwati and Eudis Grace, *Look ahead An English Course for Senior High School Student Year X*, (Jakarta: Erlangga, 2007), 135.

b. Description

Sudarwati states that this section explained about physical features and personality.⁵⁶ This part sets the description itself about any features of the object. According to Wardiman, the part of description is to describe the character.⁵⁷ It means that this part contains the figure that the writer describes.

G. SQ5R Technique

1. Definition of SQ5R technique

SQ5R is a study reading technique that ties up reading with reading and is viewed as a learning which includes seven steps of activities, they are; survey, question, read, recite, record, react and review. SQ5R allows students to read and study books actively. This is a way to learn more information and understand it in less time.⁵⁸ Moreover, SQ5R proposed by Pauk is considered as a learning tool to help students in reading texts, since it includes an additional steps of “reflect” that requires students to express opinions.⁵⁹

2. Steps of SQ5R technique

- a. Survey: before reading the text, students pay attention to topic headings, bold face words, pictures, charts and graphs. The step will give the readers an overview of the reading text content. This also stimulates curiosity for the material and questions will begin to arise.

⁵⁶ Th. M Sudarwati and Eudis Grace, *Look ahead...*, p.135.

⁵⁷ Artono Wadirman, et. al., *English in Focus*, (Pusat Pebukuan Depdiknas: 2008), p. 16.

⁵⁸ Wong Lee, *Essential Study Skill*, (USA: Boston, 2006), p. 317.

⁵⁹ Tanomchit Sangcharoon, *Reading and Writing Skill Development: The Use of SQ5R Technique*, Thesis Unpublished, 2010, p. 2.

- b. Question: before getting into details of the text, students set a purpose for their reading by generating questions about the material. They use the topic and heading information they gathered in the survey step to create questions to be answered. They ask themselves questions. Teacher provides more questions later.
- c. Read: this is a critical step. Students read more carefully and actively to obtain the main ideas and important details. They look for the answers to the questions of their own and the teacher's. They study charts, graphs, tables and pictures which present new information. They put the pieces of informaton from these source together with the written text to make their comprehension successful.
- d. Recite: students rehearse the main ideas and important details in their memory by sying the questions and answers aloud to themselves and take turns to do it with pairs. This step also provides students with an opportunity to determine the topic of text.
- e. Record: this is the first step of reading activities. Students read the text and try to determine the main idea and topic. Recording provides students with scanning to conclude the text.
- f. React: students connect the ideas of the text with their own personal experiences by reading. Students are encouraged to express their opinions or feelings about the issues presented in the text.
- g. Review: students read through their summary and reaction to make sure they have covered all important points. They are also encouraged to

revise their reading to check whether there is a topic sentence, the sentences are in a logical order and signal words are included.⁶⁰

⁶⁰ Tanomchit Sangcharoon, *Reading and Writing Skill Development: The Use of SQ5R Technique*, Thesis Unpublished, 2010, p. 7.

CHAPTER III

METHODOLOGY

A. Place and Time of the Research

The writer conducted the research at MTsS Raudhatun Najah which is located at Sidorejo, Kec. Langsa Lama because students were not active when they learned English, especially in reading activity. They still had difficulties to determine main idea and topic of the text. This study was conducted at MTsS Raudhatun Najah from Desember to January 2017.

B. Population and Sample

Population is the total of all the individuals who have certain characteristics and are of interest to a researcher.²⁴ The population in this research was the seventh grade students of MTsS Raudhatun Najah, they were 120 students. Moreover, the writer used sample to collect the data. Sample is a small unit of population that is selected for test and analysis.²⁵ In selecting the sample, the writer used quasi experiment in this research. Sugiono states that quasi experiment is one type of research method that provides as much control as possible in the situation. Quasi experiment was chosen because the writer wanted to find out the differences two variables both control and experimental class. In one hand, experimental class used SQ5R. On the other hand, control class used contextual language teaching (CTL). Therefore, the writer selected

²⁴ Charles Tedley, *Mixed Methods Sampling: A Typology With Examples*, (Journal of Mixed Methods Research, 1 (1), 2007), p.2.

²⁵ John Best and James Khan, *Research in Education, Tenth Edition* (Boston: Pearson Education, 2006), p. 43.

two classes as the sample of the study. The classes consisted of experimental class and control class. The experimental class consisted of 26 students and control class 26 students. Therefore, the writer chose 52 seventh grade students at MTsS Raudhatun Najah in this study.

C. Method of Research

In this research, the writer used quantitative method. Quantitative method is process to get the data or information which uses numerical data.²⁶ The purpose was to find out students' score as a result of the research. Moreover, the writer also focused on two variables, they were; SQ5R technique as independent variable and reading comprehension as dependent variable.

D. Data Collecting Technique

The data collecting techniques used in this research, as follows:

1. Test

Test is an instrument for collecting the data.²⁷ Moreover, the test was divided into pre-test and post-test. It was given for the seventh grade students. Pre-test was to measure the dependent variable before the treatment begins. The writer used pre-test to know students' understanding about procedure text. The second task was given reading descriptive text by using SQ5R technique in post-test. Therefore, the time allocation for the test was 80 minutes in which 40 minutes for one meeting of pre-test and 40 minutes for one meeting of post-test

²⁶ Bambang Prasetyo and Lina Miftahul Jannah, *Metode Penelitian Kuantitatif: Teori dan Aplikasi* (Jakarta: Raja Grafindo Persada, 2005), p. 158.

²⁷ Riduwan, *Skala Pengukuran Variable-Variable Penelitian*, (Bandung: Alfabeta, 2002), p. 30

2. Document

Document used to collect data through files, books and values-related problem of the study.

E. Technique of Data Analysis

The writer used T-test in this research. The writer used T-test to find out SQ5R technique improves reading comprehension.²⁸ The formula is as following;

$$T = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

T : value of t observed

x₁ : mean of experimental group

x₂ : mean of control group

S : standard deviation

n₁ : number of experimental group

n₂ : number of control group

In order to find T-score, the writer would firstly find mean and standard deviation.

1. Mean

Based on the data from both groups, the writer found the mean.

Mean was the arithmetic average of all scores in the distribution. It was used

²⁸ Sudjana, *Metode Statistika, Second Printed*, (Bandung: Tarsito, 1996), p.239.

extensively in research.²⁹ The formula was prescribed by Hasan could be seen below.³⁰

$$\bar{X} = \frac{\sum fx}{\sum f}$$

Where: \bar{X} = The mean score

$\sum fx$ = Total of the mean score

$\sum f$ = Total of frequency

2. Standard Deviation

Standard deviation was the measure which told us how much each score deviated of differs from the mean.³¹ Hasan stated the formula as follows.

$$s = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

Where: $\sum fx^2$ = The total of mean score

$\sum fx$ = Total of frequency

n = The number of students

F. Research Procedure

1. Design research

Before the writer started the research, the writer made some steps in conducting this study with the time set that was three weeks from four to five meetings of each class.

²⁹ James McMillan, *Educational Research: Fundamentals for the Customer*, p. 138.

³⁰ Iqbal Hasan, *Pokok-Pokok Materi Statistik* (Jakarta: Bumi Aksara, 2003), p. 74.

³¹ James McMillan, *Educational Research: Fundamentals for the Customer*, p. 140.

2. Giving pre-test

Before the writer gave pre-test, the writer prepared this study by asking permission from the school pinciple. Then, the writer introduced her self in each classes as the first meeting for students. Next, the writer gave pre-test to find out students' competencies in reading procedure text.

3. Conducting the treatment

To collect the data, the writer focused on SQ5R technique since the fourth meetings where the writer will describe steps of SQ5R technique.

4. Giving post-test

Before the writer gave post-test, the writer instructed students follow up steps of SQ5R technique, first, *survey*, teacher instructs students to pay attention around the text in learning. Second, *question*, the teacher instructed students to make some questions related to the text, such as; what kind the text is?, what the topic is? and other. Third, *read*, the teacher instructed students to read the text intensively. Fourth, *recite*, the teacher instructed students to determine main idea or topic of the text. Fifth, *record*, the teacher instructed students to write main point of text. Sixth, *react*, the teacher instructed students to combine between the sentences and the topic of text. Seventh, review, the teacher instructed students to conclude the text.

5. Analyzing the students' score

After the students answered some questions which was given by the writer. The writer checked students' score both experimented or control class.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The writer focused on SQ5R technique since the sixth meetings where the writer described some steps of SQ5R technique in learning; first, *survey*, teacher instructed students to pay attention around the text in learning. Second, *question*, the teacher instructed students to make some questions related to the text, such as; what kind the text is?, what the topic is? and other. Third, *read*, the teacher instructed students to read the text intensively. Fourth, *recite*, the teacher instructs students to practice in distinguish main idea or topic of the text. Fifth, *record*, the teacher instructed students to write main point of the text. Sixth, *react*, the teacher instructed students to combine between the sentences and the topic of text. Seventh, review, the teacher instructed students to conclude the text.

In this research, the writer collected the data through test. The tests were pre-test and post-test. It was found that the students' comprehension in reading descriptive text after SQ5R technique implemented as the teaching method became better. This could be seen that the scores in post-test were higher than in pre-test. Meanwhile, teaching reading descriptive text through SQ5R technique were responded by students positively. The students agreed that reading descriptive text through SQ5R technique helped and motivated them.

1. Data from Test

To analyze the data, the process of scoring in the tests was stated in the previous chapter. The result of pre-test and post-test of experimental group and control group were attached in the appendix II and III.

The Raw Scores of Experimental Group

No	Students	Score	
		Pre-test	Post-test
1	Student 1	80	90
2	Student 2	80	90
3	Student 3	70	90
4	Student 4	70	80
5	Student 5	70	80
6	Student 6	70	80
7	Student 7	70	80
8	Student 8	70	80
9	Student 9	60	80
10	Student 10	60	80
11	Student 11	60	80
12	Student 12	60	80
13	Student 13	60	70
14	Student 14	60	70
15	Student 15	60	70
16	Student 16	60	70
17	Student 17	60	70
18	Student 18	60	70
19	Student 19	60	60
20	Student 20	50	60
21	Student 21	50	60

22	Student 22	50	60
23	Student 23	50	60
24	Student 24	50	50
25	Student 25	50	50
26	Student 26	40	50

Based on the table above, there are twenty six students in the experimental group considered both tests about reading descriptive text through SQ5R technique. The data from the test revealed that the students' scores in the pre-test were between 40 and 80. The lowest score, 40, were obtained by one students. The scores of 50 were got by six students and there were eleven students who had score 60. The score of 70 were got by six students. Meanwhile, the score of 80 as the highest score in the pre-test in the experimental class was owned by two students. The rank between lower score and the higher was 40 in the pre-test of experimental group.

In the post-test, after SQ5R technique was applied in the teaching reading process, the scores were between 50 and 90. The lowest score was obtained by three students. There were five students who got 60, six students who got score 70, the score 80 were got by nine students and the highest score was achieved by three students. The rank between the lowest score and the highest score was 50 in the post-test of experimental group. Because of the treatment were given by using SQ5R technique after pre-test in this case, so no more students getting low score and the students obtained a sharply increasing after that.

The Raw Scores of Control Group

No	Students	Score	
		Pre-test	Post-test
1	Student 1	80	80
2	Student 2	80	70
3	Student 3	70	70
4	Student 4	70	70
5	Student 5	70	70
6	Student 6	60	70
7	Student 7	60	70
8	Student 8	60	70
9	Student 9	60	70
10	Student 10	60	70
11	Student 11	60	70
12	Student 12	50	70
13	Student 13	50	60
14	Student 14	50	60
15	Student 15	50	60
16	Student 16	50	50
17	Student 17	50	50
18	Student 18	50	50
19	Student 19	50	50
20	Student 20	50	50
21	Student 21	50	40
22	Student 22	40	40
23	Student 23	40	40
24	Student 24	40	40
25	Student 25	40	40
26	Student 26	40	40

Based on the table above, the control group also consisted of twenty six students and given the same topic without applying SQ5R technique. After the test was given, the students got the scores between 40 and 80 in pre-test. The lowest score was obtained by five students, ten students got 50, six students got 60, three students got 70 and two students got the highest score. The rank between the lowest and the higher score was 40 in pre-test of control group. It was the same rank with the pre-test of experimental group.

In control group, the test that was given using the same material without any treatment. After the teaching reading process, the students obtained scores between 40 and 80. The lowest score was obtained by six students, 50 were got by five students, three students had 60, eleven students got 70 and the only one students got the highest score. The rank between the lowest score and the highest score was 40 in the post-test of control group. In this group, many students obtained low scores although there were improvement, but the result was not satisfied enough. Because of there was no significant improvement, the students were indicated unable to increase their achievement better without SQ5R technique.

2. Data Analysis

The raw scores above for both groups were arranged in frequency distribution. In order to arrange the scores in the frequency distribution tables, it was necessary to find out the range of data (R), interval class (I),

and class of data (K). Hasan states that the range of data can be obtained by applying the following formula:¹

$$R = H_s - L_s$$

Where:

R : Refers to the range of scores of data

H_s : Refers to the highest scores

L_s : Refers to the lowest scores

To determine the group frequency distribution of a test result, it was needed to count an interval class firstly by utilizing the formula:

$$i = \frac{R}{k}$$

k was the amount of the interval class which was determined as $k = 1 + 3.3 \log n$. It purposed that to determine the result score the class of data.

a. The Mean and Standard Deviation of the Pre-Test on Experimental Group

The highest score of the pre-test on EG (Experimental Group) was 80 and the lowest was 40. Thus, the range was $80 - 40 = 40$. Therefore, the class of data was:

$$\begin{aligned} k &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 26 \\ &= 1 + 3.3 (1.414) \\ &= 1 + 4.5622 \\ &= 5.5622 \\ k &= 5 \end{aligned}$$

¹ Iqbal Hasan, *Pokok-Pokok Materi Statistik 1 (Statistik Deskriptif): Edisi ke-2*, (Jakarta: Bumi Aksara, 2008), p. 43.

Based on the result that the class of data is 5. It was the result of the range that was 80 – 40 is 40. Therefore, the writer would determine mean and standard deviation of pre-test on experimental group.

So, interval (I):

$$i = \frac{R}{k}$$

$$i = \frac{40}{5}$$

$$i = 8$$

Based on the result that interval class is 8. It was the result of class of data which was 5. To determine the result of pre-test on experimental class, the writer would be discussed based on the table below:

Table 4.1. Group Frequency Distribution of the Scores of Pre-Test on the Experimental Group

Scores	<i>F</i>	<i>X</i>	x^2	<i>Fx</i>	fx^2
80 – 89	2	80	6400	160	25600
70 – 79	6	70	4900	420	176400
60 – 69	11	60	3600	660	435600
50 – 59	6	50	2500	300	90000
40 – 49	1	40	1600	40	1600
	26	476	19000	1580	648000

Where:

f : Frequency

x : Mid point

$$\bar{x} = \frac{\sum fx}{\sum f}$$

$$\bar{x} = \frac{1580}{26}$$

$$\bar{x} = 60.76$$

Based on the result above that the mean score and standard deviation of the pre-test on experimental group is 60.76 (mid point). After the writer discussed mean score and standard deviation. The writer would discuss group frequency distribution of the score of pre-test on the experimental group below:

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{648000}{26} - \left(\frac{1580}{26}\right)^2}$$

$$S = \sqrt{249.230 - 94.015}$$

$$S = \sqrt{155.21}$$

$$S = 12.45$$

Based on the result above that the group frequency distribution of the score of pre-test on the experimental group is 12.45 (standard deviation). It purposed to consider T-test score as a result of this study.

b. The Mean and the Standard Deviation of the Post-Test on Experimental Group

Using the same procedure, the statistics for the post-test of EG were:

$R = 80 - 40 = 40$, and k was 5. So, Interval (I):

$$i = \frac{R}{k}$$

$$i = \frac{40}{5}$$

$$i = 8$$

Based on the result that the class of data is 8 (interval class). It was the result of the range that was $80 - 40$ is 40. Therefore, the writer would determine mean and standard deviation of post-test on experimental group.

Table 4.2. Group Frequency Distribution of the Scores of Post-Test on Experimental Group

Scores	<i>F</i>	<i>X</i>	x^2	<i>Fx</i>	fx^2
81 – 90	3	90	8100	270	72900
71 – 80	9	80	6400	720	518400
61 – 70	6	70	7900	420	176400
51 – 60	5	60	3600	300	90000
40 – 50	3	50	2500	150	22500
	26	476	28500	1860	413640

$$\bar{x} = \frac{\sum fx}{\sum f}$$

$$\bar{x} = \frac{1860}{26}$$

$$\bar{x} = 71.53$$

Based on the result above that the mean score and standard deviation of the post-test on experimental group is 71.53 (mid point). It was higher than pre-test on experimental group. Therefore, the writer would discuss mean score and standard deviation. The writer would discuss group frequency distribution of the score of post-test on the experimental group below:

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{413640}{26} - \left(\frac{1860}{26}\right)^2}$$

$$S = \sqrt{15909.2 - 133.061}$$

$$S = \sqrt{15.776}$$

$$S = 3.97$$

Based on the result above that the group frequency distribution of the score of post-test on the experimental group is 3.97 (the score of standard deviation).

c. The Mean and the Standard Deviation of the Pre-Test on Control Group

The procedures above were also used in the following computations. The statistical result of the Control Group (CG) was $R = 80 - 40 = 40$. Therefore, class of data (K) was 5. So, interval (I):

$$i = \frac{R}{k}$$

$$i = \frac{40}{5}$$

$$i = 8$$

Based on the result that the class of data is 8 (the score of interval class). It was the result of the range that was $80 - 40$ is 40. Therefore, the writer would determine mean and standard deviation of pre-test on control group.

Table 4.3. Group Frequency Distribution of the Scores of Pre-Test on the Control Group

Scores	<i>F</i>	<i>X</i>	x^2	<i>Fx</i>	fx^2
80 – 89	2	80	6400	160	25600
70 – 79	3	70	4900	210	44100
60 – 69	6	60	3600	360	129600
50 – 59	10	50	2500	500	250000
40 – 49	5	40	1600	200	40000
	26	476	19000	1430	264300

$$\bar{x} = \frac{\sum fx}{\sum f}$$

$$\bar{x} = \frac{1430}{26}$$

$$\bar{x} = 55$$

Based on the result above that the mean score and standard deviation of the pre-test on control group is 55 (the score of mid point). After the writer discussed mean score and standard deviation. The writer would discuss group frequency distribution of the score of pre-test on the control group below:

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{264300}{26} - \left(\frac{1430}{26}\right)^2}$$

$$S = \sqrt{10.165 - 78650}$$

$$S = \sqrt{23}$$

$$S = 4.79$$

Based on the result above that the group frequency distribution of the score of pre-test on the control group is 4.79 (the score of standard deviation).

d. The Mean and Standard Deviation of the Post-Test on Control Group

The highest score of the post-test on Control Group (CG) was 80 and the lowest was 40. Thus, the range was $80 - 40 = 40$, and $k = 5$. So, interval (I):

$$i = \frac{R}{k}$$

$$i = \frac{40}{5}$$

$$i = 8$$

Based on the result that the class of data is 8 (the score of interval class). It was the result of the range that was $80 - 40$ is 40. Therefore, the

writer would determine mean and standard deviation of post-test on control group.

Table 4.4. Group Frequency Distribution of the Scores of Post-Test on the Control Group

Scores	<i>F</i>	<i>X</i>	x^2	<i>Fx</i>	fx^2
80 – 89	1	80	6400	80	6400
70 – 79	11	70	4900	770	592900
60 – 69	3	60	3600	180	32400
50 – 59	5	50	2500	250	62500
40 – 49	6	40	1600	240	57600
	26	476	19000	1520	751800

$$\bar{x} = \frac{\sum fx}{\sum f}$$

$$\bar{x} = \frac{1520}{26}$$

$$\bar{x} = 58.46$$

Based on the result above that the mean score and standard deviation of the post-test on control group is 58.46 (the score of mid point). After the writer discussed mean score and standard deviation. The writer would discuss group frequency distribution of the score of post-test on the control group below:

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{751800}{26} - \left(\frac{1520}{26}\right)^2}$$

$$S = \sqrt{289153 - 88861}$$

$$S = \sqrt{200.2}$$

$$S = 14.14$$

Based on the result above that the group frequency distribution of the score of post-test on the control group is 14.14 (the result of standard deviation).

e. T-Score (Hypothesis Testing)

In the following section, the writer would like to present the test of significance between the different means of the results of two groups, Experimental Group (EG) and Control Group (CG). At the first, the outcomes of the pre-test of Experimental Group (EG) and Control Group (CG) are compared followed by the pre-test and post-test of Experimental Group (EG). Later, the pre-test and post-test of Control Group (CG) are also compared followed by the post-test of experimental Group (EG) and Control Group (CG).

a) Pre-Test of Experimental Group and Control Group

The pre-test of two groups aimed to measure the students' achievement before administering the experiment. The comparison of them was meant to see the level of achievement of the student on both groups.

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} = \frac{(26-1)12.45^2 + (26-1)4.79^2}{26+26-2} = \frac{4448.6}{50} = 88.97$$

$$S = \sqrt{88.97} = 9.43$$

$$T = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{60.76 - 55}{9.43 \sqrt{\frac{1}{26} + \frac{1}{26}}}$$

$$\begin{aligned}
&= \frac{5.76}{9.43\sqrt{0.277}} \\
&= \frac{5.76}{(9.43)(0.52)} \\
&= \frac{5.76}{5.48} \\
&= 1.05
\end{aligned}$$

Based on the result above that pre-test of experimental group and control group is 1.05 (the comparison of pre-test and post-test on experimental and control group). It is indicated that there any significant differences based on the result pre-test of experimental and control group.

The t-test value of two means between pre-test of the experimental and control group was 1.05. Since the t-test value was in accepted area, if the t-test value was into the limit given $(-1.96 + 1.96)$ at the level significance 5% (0.05). Therefore, the calculation of t-test (3.5) was in accepted area. Hence, the alternative hypothesis (H_1) was rejected and the null hypothesis (H_0) was accepted. In other words, the students' achievement of EG and CG before experiment was nearly the same ($H_0: \bar{X}_1 = \bar{X}_2$).

b) Pre-Test and Post-Test of Experimental Group

The comparison was proposed to see the result of the teaching reading descriptive text through SQ5R technique to the students on the EG.

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} = \frac{(26-1)3.97^2 + (26-1)14.14^2}{26+26-2} = \frac{5392.2}{50} = 107.84$$

$$S = \sqrt{107.84} = 10.38$$

$$\begin{aligned}
T &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
&= \frac{60.76 - 71.53}{10.38 \sqrt{\frac{1}{26} + \frac{1}{26}}} \\
&= \frac{-10.77}{10.38 \sqrt{0.277}} \\
&= \frac{-10}{(10.38)(0.52)} \\
&= \frac{-10}{5.39} \\
&= -1.8
\end{aligned}$$

Based on the result above that pre-test and post-test of experimental group is -1.8 (the comparison of pre-test and post-test experimental group). It is also indicated that there any significant differences where post-test is higher than pre-test of experimental group.

Based on the result above, we can go further to see the significant differences between the pre-test and post-test. Since, the t-test value was out of limitation given (-1.96 and 1.96) i.e. if $T > 1.96$ or $T < -1.96$ at the level of significance 5% (0.05). Thus, the calculation of t-test (-1.8) was out of accepted area. So that, the alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. This indicated that there were significant differences between two means of pre-test and post-test of experimental group. The mean score post-test was 71.53 and pre-test was 60.76. The mean score of post-test was higher

than pre-test. We can say that the higher outcome of the test on EG was due to the effect of the experimental treatment.

c) Pre-Test and Post-Test of Control Group

The comparison of pre-test and post-test of CG was due to see how far the result obtained by CG on the test while the students on the group were taught by applying the contextual language teaching (CTL).

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} = \frac{(26-1)4.79^2 + (26-1)14.14^2}{26+26-2} = \frac{5.573}{50} = 111.46$$

$$S = \sqrt{111.46} = 10.55$$

$$\begin{aligned} T &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{55 - 58.46}{10.55 \sqrt{\frac{1}{26} + \frac{1}{26}}} \\ &= \frac{-3.46}{10.55 \sqrt{0.277}} \\ &= \frac{-3.46}{(10.55)(0.52)} \\ &= \frac{-3.46}{5.4} \\ &= -0.6 \end{aligned}$$

Based on the result above that pre-test and post-test of control group is -0.6 (the comparison of pre-test and post-test control group). It is also indicated that there any significant differences where post-test is higher than pre-test of control group.

The t-test value between pre-test and post-test was -0.6. It was out of accepted area of the limit given (-1.96 and 1.96). Therefore, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. The mean score of the pre-test was 55 and the post-test was 58.46, this indicated that there was difference between the means of pre-test and post-test of the CG but it was not significant. Since the result of pre-test and post-test was not satisfactory

d) Post-Test of Experimental Group and Control Group

The mean score of the post-test on the EG is higher than the CG.

To find out whether the difference was significant, the writer computed the two test results under the same procedures as the previous one.

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} = \frac{(26-1)3.97^2 + (26-1)14.14^2}{26+26-2} = \frac{5392}{50} = 107.85$$

$$S = \sqrt{107.85} = 10.38$$

$$\begin{aligned} T &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{71.53 - 58.46}{10.38 \sqrt{\frac{1}{26} + \frac{1}{26}}} \\ &= \frac{13.07}{10.38 \sqrt{0.277}} \\ &= \frac{13.07}{(10.38)(0.52)} \\ &= \frac{13.07}{5.39} \\ &= 2.4 \end{aligned}$$

Based on the result above that post-test experimental group and post-test of control group is 2.4 (the comparison of post-test on experimental and control group. It is also indicated that there any significance differences where post-test experimental group is higher than post-test of control group.

The obtained t-test value (2.4) was longer than the accepted limit given (1.96); it means that the difference between two groups is significant. Therefore, the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. The result indicated that the experimental group achievement is better than of the control group.

After calculating the data, the study discussed about the result of the test, pre-test and post-test that has been given to both group. Based on the statistical analysis above, it is found that the mean score of the post-test of Experimental Group (EG) is higher than the pre-test. The mean score of the post-test is 71.53 whereas the mean score of the pre-test is 58.46. This indicated that there are different scores between two means of pre-test and post-test of EG. We could say that the outcome of the test on the Experimental Group (EG) is due to the impact of the treatment. It is the SQ5R technique application that gave the positive effect of the students' achievement in reading descriptive text.

Meanwhile, the standard deviation of the pre-test of Experimental Group (EG) is 12.45, while the standard deviation of the post-test is 3.97. They indicated that the scores of post-test are homogeneous. Furthermore, the obtained t-test value is -1.8 and it is not within the limit given (-1.96 and 1.96). It indicated that there are different scores between the two tests. Thus, the alternative hypothesis is

accepted and the null hypothesis is rejected. In relation to the previous theory and research finding, this result of research proved that PQRST method is working.

Meanwhile, the pre-test of Control Group (CG) is 55 and the post-test was 58.46. It can be seen that the score of post-test of Experimental Group (EG) is higher than Control Group (CG). The difference was $71.53 - 58.46 = 13.07$. This difference indicated that the effect of treatment given is positive. The difference by to means of post-tests are significant because the calculation of t-test value is much higher than the coefficient of t-test as provided in limit (-1.96 and 1.96) at level significance 5% ($\alpha = 0.05$). if the calculation t-test value is higher or lower than at (-1.96 and 1.96) at 5% ($\alpha = 0.005$) level of significance, the null hypothesis (H_0) was generally rejected and accepted the alternative hypothesis. Meanwhile, the statistical t-test value of 2.4 and level of significance at 5% ($\alpha = 0.005$). It means that the two groups are significantly different. The result showed that the SQ5R technique implementation has a lot of influence of students' ability in reading descriptive text. It means that SQ5R technique can support and improve their ability in reading. Students are motivated to read an English text.

e) The Percentage of the Scores between Pre-Test and Post-Test

This process of calculation is aimed to see how far the students improve the score in pre-test and post-test for both experimental group and control group. Through this calculation process, the researcher eventually compared both percentage results which is also support the result of the calculation above.

1) Score Percentage in Experimental Group

✓ The percentage result of pre-test:

$$= \frac{60.76}{100} \times 100\%$$

$$= 0.60 \times 100\%$$

= 60% percentage in experimental group

✓ The percentage result of post-test:

$$= \frac{71.53}{100} \times 100\%$$

$$= 0.71 \times 100\%$$

= 71% percentage result of post-test

2) Score Percentage in Control Group

✓ The percentage result of pre-test:

$$= \frac{55}{100} \times 100\%$$

$$= 0.55 \times 100\%$$

= 55% percentage on control group

✓ The percentage result of post-test:

$$= \frac{58.46}{100} \times 100\%$$

$$= 0.58 \times 100\%$$

= 58% percentage of post-test on control group

B. Discussion

Teaching reading descriptive text by using SQ5R technique in reading activity in classroom is one of the efforts made to improve students' reading comprehension. In teaching reading process, SQ5R technique is used in the classroom. The result from the teaching process found that after the students are given the treatment by the teacher, students looked more focus on the material taught. It is proved when SQ5R technique is presented and introduced to the teaching material, the students are enthusiastic and interested in the learning process. The students are motivated and interested to read grouply.

SQ5R technique encouraged the children to be active participants in the discussion of reading. Furthermore, the result of this study revealed that the students' achievements increased when the SQ5R technique was provided as supplement to the classroom. The reason for this was that the SQ5R technique enabled students to progress at their own pace and provided them with the opportunity to extend their ideas of reading. This finding was also supported that reading with SQ5R technique would build confidence of the students. In other words, the SQ5R technique improved the students' achievement especially in reading descriptive text that was discussed here.

Moreover, SQ5R technique increased the students' score that gave the positive effect to the students in improving their reading ability. Some advantages are given for them in the activity. They are composed their reading well, identify the structure and the topic of the text they are going to read, and the important thing they read reading optimally. The result from testing process

found they improved their score positively. SQ5R technique helped the students to be better in way of reading comprehension. It can be seen in the means score they have reached, the post-test is higher than the pre-test in experimental group. Therefore, the SQ5R technique gives positive effect in reading activity especially in reading an narrative text.

The result from testing process found they improved their score positively. SQ5R technique helped the students to be better in way of reading descriptive text. It can be seen in the means score they had reached, the post-test was higher than the pre-test in experimental group. In other words, the pre-test of Control Group (CG) is 55 and the post-test was 58.46, however the pre-test of Experiemental Group is 60 and the post-test 71. It can be seen that the score of post-test of Experimental Group (EG) is higher than Control Group (CG). The difference was $71.53 - 58.46 = 13.07$. This difference indicated that the effect of treatment given is positive.

The students' motivation in reading activites in class was high with SQ5R technique. It was proved that in statistical interpretation 71% of the students responded SQ5R technique positively. The teacher should be able to facilitate the teaching and learning of individual students. The teacher also provided the opportunity to extend the students' ideas in reading the text. The role of teacher in applying SQ5R technique was a facilitator in the classroom and the motivation of students was created. Therefore, the SQ5R technique gave a positive effect in reading activity especially in reading descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research question of this research that teaching reading by using SQ5R technique is improved students' comprehension in teaching and learning process. It is indicated that the implementation of SQ5R technique giving positive effects especially in reading descriptive text. Besides, the research is intended to obtain the feedback for the researcher in evaluating the success. Based on the research questions, the writer concluded that: Using SQ5R technique increased the students' score to the students in improving their reading ability. It can be seen in the means score they have reached, the post-test is higher than the pre-test in experimental group.

B. Suggestion

Based on the research findings, the writer would like to propose some suggestions that are considered to have a useful way in reading activity especially in reading descriptive text. The teachers should recommended to use SQ5R technique as a technique in teaching reading. SQ5R technique improved the students' comprehension and increased the students' score of study. It also gave positive effect to the students who need to read well. Some benefits are given such as the students extend the ideas easier, increase their self-confidence, motivate them to read, and enable them to create their own reading. SQ5R technique is also able to improve their interest in the activity

when the treatment applied. As a facilitator, the teacher provide opportunities to the students so that they can occur their own ideas and share with their friends. The atmosphere of class will be motivated and full of passion to read the text. Those all are the explanations how good SQ5R technique to be implemented.

REFERENCES

- Arnaudet, *Paragraph Development: a Guide for Students of English as a Second Language*, Journal of Education, 2 (1), 2011
- Best, John and James Khan, *Research in Education, Tenth Edition*, Boston: Pearson Education, 2006
- Brownlow Hawker, *Assessing Levels of Comprehension*, Australia: Education Press, 2010
- Bukhari, *Keterampilan Berbahasa Membaca dan Menulis*, Banda Aceh : Yayasan Aceh Pena, 2010
- Clouse Barbara Fine, *The Student Writer*, USA: Mc. Graw Companies, 2002
- Cremin Tresa, *Teaching English Creatively*, Journal of Education and Literature, Vol.1 No. 2, 2009
- Edward Peter, *Literacy Techniques*, e-Journal FKIP, Vol.1 No. 3, 2009
- Garan Elaine M., *The Benefits of Sustained Silent Reading: Scientific Research and Common Sense Converge*, Canada, ERIC Publisher, Journal of Reading Teacher, Vol. 61, No. 4, 2008
- Harmer Jeremy, *How to Teach English*, England: Pearson, 2014
- Harmer, *How to teach English*, England: Pearson Education Limited, 1998
- Harris and Sipay, *Comprehensive Reading Instruction Across The Grade Levels : A Collection of Papers from The Reading Research 2001 Conferenc*, 2002
- Hasan Iqbal, *Pokok-Pokok Materi Statistik*, Jakarta: Bumi Aksara, 2003
- Hiebert Anderson, Scott, & Willkinson, *Reading in a Foreign Language: A Reading Problem or Language*, (London: Longman, 2000)
- Iskandarwassid, Dkk, *Strategi Pembelajaran Bahasa*, Bandung: PT Remaja Rosdakarya, 2008
- Koralek Derry, *Reading Aloud for Young Learners*, (New York: Penguin Putnam, 2001)

- Koralek Derry, *Reading Aloud for Young Learners*, New York: Penguin Putnam, 2001
- Lehr Fran, *Research-Based In Early Reading Series*, Honolulu: Pacific Resource to Education and Learning (PREL), 2005
- M. Garan Elaine, *The Benefits of Sustained Silent Reading: Scientific Research and Common Sense Converge*, Canada, ERIC Publisher, Journal of Reading Teacher, Vol. 61, No. 4, 2008
- Marjan Piran, *Extensive and Intensive Reading*, Journal of Teaching and Learning, Vol. 1, No. 1, 2010
- Mashur Shaqiri, *Teaching Reading by Using SQ3R in Improving Reading Comprehension*, Thesis Unpublished, 2012
- McMillan James, *Educational Research: Fundamentals for the Customer*
- Moore David W., *Reading Comprehension Strategies*, Journal of Education, Vol. 1, No. 2, 2013
- Pacheco, *Topic Sentences: Hyper Teach Resources*, Journal of Education and Research, 2 (1), 2010
- Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing*, Yogyakarta: Andi Yogyakarta, 2007
- Prasetyo, Bambang and Lina Miftahul Jannah, *Metode Penelitian Kuantitatif: Teori dan Aplikasi*, Jakarta: Raja Grafindo Persada, 2005
- Rashidi Nasser, *The Effect of Extensive and Intensive Reading on EFL Learners' Vocabulary*, Journal of Language Teaching and Research, Vol. 2, No. 2, 2011
- Riduwan, *Skala Pengukuran Variable-Variable Penelitian*, Bandung: Alfabeta, 2002
- Sangcharoon Tanomchit, *Reading and Writing Skill Development: The Use of SQ5R Technique*, Thesis Unpublished, 2010
- Serafini Franks, Using Anticipatory Reading Guides to Improve Elementary Students' Comprehension, *International Journal of Instruction*, Vol. 6, No. 2, 2013
- Siahaan Sanggam and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008)

- Snow Catherine E., *Reading for Understanding: Toward an Research and Development Program in Reading Comprehension*, Washington: RAND, 2002
- Sudjana, *Metode Statistika, Second Printed*, Bandung: Tarsito, 1996
- Suleiman Hesham, *Teaching Reading Comprehension to ESL/EFL learners*, Saudi Arabia: The Reading Matrix, 2005
- Suleiman Hesham, *Teaching Reading Comprehension to ESL/EFL learners*, (Saudi Arabia: The Reading Matrix, 2005)
- Syaifullah, *Reading Comprehension by Using FRESH Technique in Improving Students Achievement*, Thesis Unpublished, 2013
- Tedley Charles, *Mixed Methods Sampling: A Typology With Examples*, Journal of Mixed Methods Research, 1 (1), 2007
- Th. M Sudarwati and Eudis Grace, *Look ahead An English Course for Senior High School Student Year X*, Jakarta: Erlangga, 2007
- Wadirman Artono, et. al., *English in Focus*, Pusat Pebukuan Depdiknas: 2008
- Westwood Peter, *Teaching Reading*, (Chichago: University of Illinois, 2003)
- Winshon, George E. and Julia M. Burks, *Let's Write English*, New York: Litton Educational Publishing, 1980
- Woolley G., *Reading Comprehension: Assisting Children with Learning Difficulties*, Journal of Education, 1 (3), 2011