

**IMPROVING STUDENTS' READING COMPREHENSION  
ACHIEVEMENT BY USING SQ3R AT THE SECOND GRADE  
OF SMPN 34 BANDAR LAMPUNG**

**(A Script)**

**By:  
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**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
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LAMPUNG UNIVERSITY  
2022**

## **ABSTRACT**

### **IMPROVING STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING SQ3R AT THE SECOND GRADE OF SMPN 34 BANDAR LAMPUNG**

**By**

**Putri Wulan Dari**

The aims of this study are to find out whether there was any significant improvement of students' reading comprehension achievement after being taught by using SQ3R and to find out the students' perceptions towards the implementation of this technique at SMPN 34 Bandar Lampung in 2021/2022 academic year.

This research is quantitative research. The design used was one group pre-test post-test with 32 students of VIII F were chosen as the samples. The reading test and questionnaire were used as the instruments. The data in form of scores were analyzed by using Paired Sample t-test.

The result showed that there was statistically improvement of the students' reading comprehension achievement from pre-test to post-test. It was confirmed by the gain from pre-test score (52.34) to post-test score (70.54) with the gain was 18.2. The significance level was  $0.000 < 0.05$ , it indicated that  $H_1$  was accepted. The result also showed that the students' perception towards the implementation of SQ3R in the treatment was good and positive.

It can be concluded that teaching reading by using SQ3R can be applied to students to improve their reading comprehension achievement.

***Keywords:*** *sq3r, reading comprehension, achievement*

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**By:  
Putri Wulan Dari**

**A Script**

**Submitted in a Partial Fulfillment  
of the Requirement for S-1 Degree**



**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
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SQ3R AT THE SECOND GRADE  
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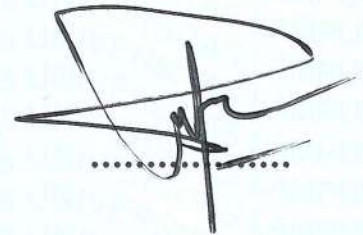
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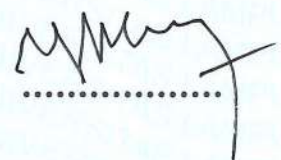
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Yang membuat pernyataan,



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## **CURRICULUM VITAE**



Putri Wulan Dari was born on April 24<sup>th</sup>, 1997 in Bandar Lampung, Lampung. She comes from a lovely family as the youngest child and the only daughter of a wonderful couple, Amril and Yurnina. Her father is an entrepreneur and her mother was a house wife.

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Having graduated from senior high school, she continued her study at English Education Study Program at the Teacher Training and Education Faculty, Lampung University. She accomplished KKN/PPL at SMKN 1 Kotaagung Barat, Tanggamus in 2018.

## **DEDICATION**

This script is fully dedicated to:

Putri Wulan Dari

My beloved parents – Amril and Yurnina

My beloved brothers – Andri Eko Saputra, Indra Gunawan and Firman Affandi

and

My almamater – University of Lampung



## **MOTTO**

“If you are crying, fight against it! If you’re regretting, walk forward!  
Only complaining on your misfortune, you’re nothing but a common pig.”

“I’ll live and stand on my own two legs. If we are going to die one day,  
wouldn’t it be better to have no regrets?”

- Ciel Phantomhive (Black Butler)

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Bandar Lampung, June 14<sup>th</sup>, 2022

The writer,

Putri Wulan Dari

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## **I. INTRODUCTION**

In order to introduce this research, this chapter discusses the background of the problems, identification of the problem, limitation of the problem, formulation of the research questions, objective of the research, and significance of the study.

### **1.1. Background of the Problems**

English learning has four basic skills which the students should master, such as listening, speaking, reading, and writing. Reading is one of necessary things in the language learning and very essential to get information from the reading text. Reading is categorized as a receptive skill, the students are able to get a lot of information. Furthermore, the students are expected to be able to comprehend the context of the text.

Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Clarke and Silberstein (1977) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It means that reading is an active process in which the readers are active in organizing their purpose and using their brain and also their schemata to comprehend the text in order to get both explicit and implicit information stated there.

According to Westwood (2008) reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example, as literal, inferential and critical. The most basic level (literal) is where the reader is able to understand the factual information presented in a passage of text – for example, he or she can tell you the name of the main character and what he does for a living, because that information is stated explicitly in the text. The next level is referred to as the inferential level.

According to the previous research conducted by Sari (2016), it is showed that the problem was most of students at 8<sup>th</sup> grade of SMP N 9 Bandar Lampung were difficult in comprehending a text. Therefore, the reading comprehension achievement is still far from the objectives stated in the curriculum. According to this research, factors that affect students' difficulty in reading were the use of unfamiliar code in the text made the students finds it difficult to comprehend and the students did not have much interest in reading activity because of the material.

Based on the facts and problem stated above, the researcher decided to conduct SQ3R technique in this research. The researcher proposed SQ3R technique as the way to solve one of the problems. SQ3R technique is one of technique in reading. It is a technique which is propounded by Robinson (1970, in Nuttal 1985). The five steps of this technique (Survey, Question, Read, Recite, Review) can help the students to comprehend the text.

Considering the background above, this research focused in reading comprehension activity by using SQ3R technique in order to find out whether there was significant improvement of students' reading comprehension after they were taught by using SQ3R technique and giving questionnaire after the implementation of the technique was conducted to discover students' perception towards the implementation of the technique.



## **1.2. Identification of the Problem**

The identification of the problems are:

- 1) The students have difficulties to comprehend a passage because they lack practice.
- 2) The students' motivation on enjoying reading comprehension activity is low.

## **1.3. Limitation of the Problem**

This research was limited to teaching and learning process of comprehending a text. To support this research, the students of SMPN 34 Bandar Lampung were taken as the subject. The researcher chose the second year students as the population. The main purpose were to find out the improvement of students' reading comprehension achievement by implementing the SQ3R technique by comparing the result of the students' pre-test and post-test; and discovered students' perception towards the implementation of the treatment using this technique by scoring the questionnaire. The data collected by using pre-test, post-test and questionnaire.

## **1.4. Formulation of the Research Questions**

The problem of this research is formulated as follow:

- 1) Is there any significant improvement in students' reading comprehension achievement after being taught by using SQ3R technique?
- 2) How are the students' perceptions towards the implementation of SQ3R technique?

### **1.5.Objective of the Research**

In relation to the research problems, the objectives of this research are:

- 1) To find out whether there was any significant increase of students' reading comprehension after being taught by using SQ3R technique
- 2) To find out the students' perceptions towards this technique.

### **1.6.Significances of the Study**

This research has two type of significance, which are theoretically significance and practical significance.

#### **1) Theoretical Significance**

The first is the theoretical significance. This research will give more understanding about using SQ3R Technique in teaching-learning process.

#### **2) Practical Significance**

And the second is the practical significance. It consists of:

1. For researcher, the researcher can use the used technique in the future teaching-learning activity.
2. For the teachers, they can understand the students' need and lack of skill especially in reading.
3. For the students, students can increase their reading comprehension achievement by using SQ3R Technique.

The introduction of the research such as: background of the problem, identification of the problems, limitation of the problem, formulation of the research question, objective of the research, and significance of the study that would be used in this study already discussed in this chapter.

## **II. THEORITICAL FRAMEWORK**

This chapter discusses the review of the previous research and the concepts which are related to this research, such as concept of reading comprehension, concept of teaching reading comprehension, aspects of reading, techniques in teaching reading comprehension, SQ3R technique, perception and hypothesis.

### **2.1. Review of Previous Research**

There are research studies that have been conducted in relation to the similar topic under discussion. The first research was conducted by Parwati (2014). The aim for this research was to investigate the impact of the application of SQ3R Method towards students' reading comprehension. The object of this research was the X grade students in SMA Tri Sukses Natar. The two group design was used in this research. One group was the experimental group and the other one as the control group. The SQ3R Method was implemented to the experimental group. The result of this research concluded that students' reading comprehension was increased significant after the implemented of the method.

The second research was done by Suparni (2016). The objective of this research is to find the extensive reading ability improvement of the students. The object of this research was the grade 8 students of SMPN 1 Kasimbar. This research implemented the SQ3R Method and a follow-class research was used. 2 cycles of

study was done to notice the improvement of each cycle. The result after cycle I showed that students' extensive reading ability was not improved much yet as the score did not pass the standard score. However, after the cycle II, it is showed that students' extensive reading ability had improved as their score passed the standard score which had been set.

The fourth research was done by Marzuki (2015). This research was conducted to find out the effectiveness of the SQ3R Technique in improving the reading comprehension of the students. The object of this research was the grade 10 students of MAN Toli-Toli. This research used one class as the experimental group and applied pre-test and post-test to notice the improvement. As the post-test showed better result than the pre-test, it was concluded that SQ3R Technique was effective in improving students reading comprehension.

The fifth research was done by Aziz (2019). The purpose of this research was to find out the improvement of the students basic reading skill by using SQ3R Method. The object of this research was the grade 6 of MI Uyunul Ulum. The result of the implementation of SQ3R Method in this research showed that the students' basic reading skill was improved.

The sixth research was done by Fitriawati (2018). The purpose of this research was to discover students' perception on the implementation of SQ3R method in comprehending the descriptive text. The object of this research was 40 students of SMPN 3 Babelan. The result of this research was that the majority of the sample students of SMPN 3 Babelan agreed that the SQ3R method enhances their reading comprehension and made them more interested in learning or comprehending.

Based on the results and findings of the previous researches above, the researcher decided to conduct a research in teaching reading comprehension by using SQ3R. It can be seen that the research conducted by Parwati (2014) and Marzuki (2015) were administered to the senior high school level. And research conducted by Aziz (2019) was administered to the elementary school level. Conversely, this research conducted in the junior high school level. Research conducted by Suparni (2016) was also administered in the junior high school level; however, the aim

was to find the improvement of the students' extensive reading ability. It was slightly different from this research, which was conducted in order to find out the improvement of the students' reading comprehension achievement.

## **2.2. Reading Comprehension**

Reading is one of the four skills that the students should master in learning English. Nuttal (1982) stated that reading is the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skills, cognitive skill and the knowledge of the world. Reading is a complex cognitive process of decoding symbols for the intention deriving meaning and/or constructing meaning.

According to Dallman (1982), reading is more than knowing what each letter of alphabet stands for, reading involves more than words recognize. That is without comprehension, no reading takes place. It concludes that comprehension is the most important thing in reading textbooks or written material. Furthermore, the first point to be made about the reading process is reading comprehension.

Simanjuntak (1988) says that comprehension is always directed and controlled by the needs and the purposes of individual. Therefore, the information of the subject of his/her inquiry on those individuals has acquired knowledge of that subject. Doyle (2004) states that comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

Reading comprehension is a complex intellectual process involving a number of abilities (Rubin, 1993). The two major abilities involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading.



Based on the ideas above, it can be inferred that reading comprehension is a skill to obtain the information from the text and attach the meaning from it then proceed it to the entire reading selection. Reading comprehension revolves around the reader's ability in finding and determining the aspect of reading.

### **2.3.Aspect of Reading**

The reading aspect should not only understand the surface meaning of the text but also understand the purpose of the main idea of the text. There are five aspects in reading, they are:

#### **1) Main Idea**

McWhorther (1986) stated that main idea is called the topic sentence. She adds that the topic sentence tells what the rest of the paragraph is about. In some paragraphs, the main idea is implicitly stated. The readers have to infer and reason out the main idea. In the other words, the main idea is the most important idea that the author develops throughout the paragraph.

#### **2) Supporting Details**

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incident, comparison, analogy, cause and effect statistics and quotation. (Mc.Whorter, 1986)

#### **3) Inference**

According to McWhorther (1986: 31), an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the readers draw between the observed or known and what he does not know.

#### **4) Reference**

Latulippe (1986: 20) defines that reference are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such word are used, they are signals to the reader find the meaning elsewhere in the text.

### 5) Vocabulary

Linse & Nunan (2005) states that vocabulary is the collection of words that an individual knows. Nunan (2003) states that words are clearly vocabulary that can be combined together to make a new groups of words.

## **2.4. Concept of Teaching Reading Comprehension**

Teaching reading should focus on helping the students to be able to determine the ideas from the written text. According to Alyousef (2005: 143), teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post- reading stages. The pre-reading stage helps in activating the relevant schema. For example, teachers can ask students questions that arouse their interest while previewing text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skills so that they can read English texts effectively and efficiently. To be able to do so the reader should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques: translation. These can be real when the students read and interact with various types of texts, i.e. functional and monologue texts.

## **2.5. Techniques in Teaching Reading Comprehension**

Reading skill must be developed and can only be developed by means of extensive and continual practice. Simanjuntak (1988: 12) quotes Eskey (1986), he says that once reading material appropriate to the level and interests of a particular student has been identified, the more of the material that student reads, the better and the more quickly his reading skills will develop.

There are many teaching techniques proposed in order to increase students' achievement of their reading comprehension, such as SQ3R (Survey, Question, Read, Recite, and Review), PQRS (Preview, Question, Read, Self-recite, and Test), CTL (Contextual Teaching and Learning), TPS (Think-Pair-Share), etc. The technique that will be used in this research is SQ3R.

## **2.6. SQ3R Technique**

### **2.6.1. Definition of SQ3R Technique**

SQ3R technique is one of technique in reading. The five steps of this technique (Survey, Question, Read, Recite, and Review) can help the students to comprehend the text. Nuttal (1982) explains this technique as follows:

- 1) Survey (S) means that the reader should go through the text is relevant to read and to get an overview of its main ideas.
- 2) Questions (Q) means that the reader should pause to create some questions by himself about the content of the text. This part of study process, intended to make the reader think about his purpose in reading and what he want to get out the text. It also involves some attempts at prediction.
- 3) Read (R1) means that the reader should carefully look for the answer based on the question made and make sure that he has not overlooked anything else that is relevant.

- 4) Recite (R2) means that is not reciting the text, but the answer of the question made. The essential thing is to process in some way the silent point gained from the text.
- 5) Review (R3) means that the reader should remember what has been learned.

Based on this technique, the first step is survey the content of the text. This survey is the process of becoming familiar with the broad outline. Survey refers to skim the reading text quickly. Honecock (1987) denotes that in preview skimming a reader read the introductory information the heading, and the subheadings. One of the easiest ways to skim reading is to pay attention at the central section of a text and then to run our eyes own the center areas. The students concentrate on the topic sentence of the paragraph.

The second step is question. We find a list of questions, which should be answered before the process of reading itself. It means that those questions will help the reader understand the content of material by following guidance.

The third step is read. In this technique, reading is done slowly. It emphasizes upon remembering details. The students should read the materials section, look for the answers of questions formed. They are suggested paying attention only to the materials related to the questions. To ease this work, the students can use a pencil or making pen to outline main ideas.

The fourth step is recite. Recite literally is self-examination. Here the students attempt to answer themselves the questions that are posed without referring to generally it is recommended that recitation should occur as soon as possible after reading. Recitation is the action of repeating information silently or aloud to learn and remember it. It is the seeking of answers to self-imposed questions and rather than settling for rote memorization.

The fifth step or the last step is review. It is done after the students finish reading. The suitable way is go back over the important ideas (Kathleen, 1982). It means that if the students have finished the whole reading assignment, go back to heading, recall the questions made and try to answer them. The students are expected to be able to transfer the meaning of the content in their memory in reviewing. They need to read over their notes or outline, to learn the question and try to answer or to think over the basic point they have got in class discussion.

### **2.6.2. Advantages and Disadvantages of SQ3R Technique**

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

- a. The technique of SQ3R can be a useful way of approaching a text in a systematic and enquiring manner (Fairbairn and Winch, 1996). 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.
- b. 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 provides students a means who involve them monitor their comprehension. (Hennings, 1997)
- c. 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. (Wood, 1996)
- d. Question as the second step of SQ3R helps students concentrate and think about the material (Wood, 1996)
- e. Recitation as the fourth step of SQ3R helps students transfer new material in the long-term memory (Wood, 1996)

However, there are disadvantages in using this technique. One of the disadvantages in using SQ3R technique is about the effectiveness of the

time. Bos and Vaughn (2012) states that one of the major difficulties associated with the SQ3R technique is the complexity of the process, particularly for students experiencing reading problem. It infers that SQ3R technique provides many steps therefore it needs much time and gives complex process.

Furthermore, the level of the students' reading ability is different. There must be a distinct rule for the students who disturb the teaching learning process, so that they can be more discipline in the class. In summary, arranging the time well, giving clear instruction and implementing a distinct rule should be done to prevent the occurrence of the obstacles while applying SQ3R technique in the process of teaching reading and learning.

### **2.6.3. Procedures of Using SQ3R Technique in Teaching Reading Comprehension**

There are some steps of teaching reading through SQ3R technique. Nuttal (1982) has prescribed the procedure of teaching reading through SQ3R for group as follows:

- 1) Firstly, after the class is divided into several groups, the teacher provides them with a reading text.
- 2) Then, the teacher asks the students to go through the text relevant to be read or not to get an overview of its main idea.
- 3) After the survey stage, the teacher asks the students to make some questions to the text before they read the whole text. This is a part of study process, it encourages the students to stimulate their interactive sense.
- 4) For the complete input, the teacher asks the student to read the whole text carefully. This part contributes the students with a complete comprehension. They can add the information that they have not known.

- 5) Following the read stage the teachers asks the student to answer the question they made, and share their idea with other students.
- 6) Finally, the teacher asks the students to remember what has been learnt by writing a summary. This stage is the process of information the students have just learned with their previous experience.

## **2.7.Recount Text**

Recount text is one of the texts which aimed to explain about an event that happened in the past time, for example an accident, activities report, experience, etc. Since the event happened in the past, the tense used in this text is simple past tense. It also has one main characteristic which is the use of conjunction, such as after, then, finally, etc. The function of recount text is to tell what happened in the past. Structure of recount text:

- a. An orientation providing information about who, where, and when;
- b. A record of events usually recounted in chronological order;
- c. Personal comments and/or evaluative remarks interspersed throughout the record of events;
- d. A reorientation, which rounds off the sequence of events.

According to Derewianka (2004), the focus is on a sequence of events, all of which relate to a particular occasion. The recount generally begins with an orientation, giving the reader the background information needed to understand the text (i.e., who was involved, where it happened, when it happened). Then, The Recount unfolds with a series of events ordered chronological sequence. At various stages there may be some personal comment on the incident (e.g., We had a wonderful time)

## **2.8.Perception**

Ou (2017) stated that people awareness is important to process the information from their interaction to the surrounding.

### **2.8.1. Definition of Perception**

Ou (2017) stated that perception is the act of recognizing and understanding the given information from surrounding and get the meaning behind it. Sarkol (2016) defined perception as a mental image and concept of awareness of people about their surrounding that can be interpreted after experiencing the physical sensation.

“Perception is as a matter of fact always a larger thing than this definition would immediately imply; because we are always aware in the “fringe”, in the background of consciousness, of sense activities other than those we speak of as being perceived, especially those connected with the internal operations of our own organism.” (Angell, 1906, p.122)

### **2.8.2. Perception Process**

Ou (2017) stated that there are three process of perception, they are:

#### **1) Selection**

This is the first stage of perception process, in getting the information from the experience or surrounding, we cannot perceive all the information we get, we just select some information of it through a selection process. Some unimportant and unnecessary details will be generalized or even deleted.

#### **2) Organization**

The second stage, organization, is allow us to categorized the information or detail we perceive into some meaningful pattern. In this stage, the human perception structure is established and it shows stability.



### 3) Interpretation

The process of the third stage is by attaching the meaning to the categorized details into the stable and stable pattern to make it sense. However, different people may give different interpretation due to different culture and knowledge.

## 2.9. Theoretical Assumptions

Reading is one of necessary things in the language learning and very essential to get information from the reading text. Reading is categorized as a receptive skill; the students are able to get a lot of information. Furthermore, the students are expected to be able to comprehend the context of the text.

SQ3R technique is a technique to help the students in reading process. SQ3R stands for the five sequential techniques. They are Survey, Question, Read, Recite, and Review. SQ3R provides the process of inquiring that make students become active readers so that they will be more aware of what they read.

Therefore, the researcher assumed that teaching reading by using SQ3R improves the students' reading comprehension achievement and gave positive response from the students' perception

## 2.10. Hypothesis

Based on theoretical assumption above, the researcher formulated the hypothesis as follows:

- $H_0$  : There is no significant improvement in students' reading comprehension before and after being taught with SQ3R technique
- $H_1$  : There is significant improvement in students' reading comprehension before and after being taught with SQ3R technique

This chapter has discussed the review of related literature which is related to this research.

### **III. RESEARCH METHODS**

This chapter discusses the method of research used in this study, such as setting, population sample, research design, data collecting technique, research instruments, try out of the instruments, and data analysis.

#### **3.1.Setting**

Setting is the place and time in which the research was conducted. The place and time of this research were:

##### **1) Place**

The research was conducted at the SMPN 34 Bandar Lampung. The researcher conducted the research in the classroom despite of the pandemic that happened.

##### **2) Time**

This research was conducted in the second semester of academic year 2021/2022 period. It began from April 19<sup>th</sup>, 2022 to May 19<sup>th</sup>, 2022.

### **3.2. Population and Sample**

The population of this research was the second grade students in SMPN 34 Bandar Lampung academic year 2021/2022. Each class consists of 30-32 students. The age range of the students is 13-14 years old. Before conducting the research, the researcher interviewed the teacher and she gave the information about the students in each class of the second grade. After interviewing and discussing, VIII F was chosen as the experimental class by using simple random sampling. It consists of 32 students with; 13 males and 19 females.

### **3.3. Research Design**

This is a quantitative research. The design of this research is one group pre-test post-test design. It is used to investigate whether there is an improving in students' reading comprehension achievement through SQ3R technique. In this design, there are two tests which are pre-test and post-test. The pre-test will be given before the treatment and the post-test will be given after the treatment. After that, the result of the pre-test and the post-test will be compared to find out the progress after the treatment. The research design is presented as follows:

T1 X T2

T1 : Pre-test

X : Treatment

T2 : Post-test

### **3.4.Data Collecting Techniques**

The researcher used two techniques in collecting the data, they are:

#### **1) Test**

The test consists of pre-test and post-test. Pre-test is used to know the students' basic reading comprehension achievement before treatments. The researcher administered pre-test before giving the treatments by using reading text consists of 40 items multiple-choice test. After giving the pre-test, the researcher conducted the treatment by using SQ3R technique in teaching reading comprehension to the experimental class students. The post-test is used to know the students' improvement of reading comprehension achievement after treatments. The test uses reading text consists of 40 items multiple-choices test. The result of the post-test is used to find out whether there is improvement after the treatment.

#### **2) Non-Test**

In order to find out the students' perception on the implementation of SQ3R technique that applied in this research, the researcher used the non-test data collecting technique which is questionnaire. The questionnaire will be given to the students at the end of the research; after the post test.

### **3.5.Research Instrument**

The research instruments for collecting the data in this research are pre-test, post-test and questionnaire.

#### **1) Pre-Test and Post-Test**

The two instruments, pre-test and post-test, will be given to check the students' comprehension achievement. The researcher uses an objective test; it is a multiple choice (MC) test which items consist of four options (A,B,C,D), since it will be easy to correct and to give the score. The material is a recount text. The researcher gives 40 items for pre-test and 40 items for post-test. Each test consists of 8 questions about main idea,

supporting detail, inference, reference, and vocabulary. The purpose of pre-test is to know the students' reading comprehension achievement before treatments. The purpose of post-test is to know the students' improvement of reading comprehension achievement after treatments.

## **2) Questionnaire**

After the post-test is collected, researcher used questionnaire to find out the students' perception towards the implementation of the SQ3R technique. The type of questionnaire in this research was close-ended questionnaire which used 5-point Likert Scale. There will be 15 statements for the questionnaire with five options, they are: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The questionnaire used in this research was adapted from a study by Fitriawati (2018).

### **3.6. Try Out of the Instruments**

Try out is used to determine the quality of the instrument which covers four stages as follows:

#### **3.6.1. Validity**

A test can be considered valid if the test measures the objectives to be measured and suitable for the criteria (Hatch and Farhady, 1982). In order to measure whether the test has a good validity, the content validity and the construct validity are analyzed.

##### **1) Content Validity**

Content validity means that the test is good reflection of what has been taught and the knowledge which the teacher wants the students to know (Shohamy 1985). It means that the items of the test should present the material being discussed. Then the test is determined according to the materials that have been taught to the students. In other words, the test is based on materials in the English curriculum,

so that it can be said that the test has content validity since the test is good representation of material studied in the classroom.

## 2) Construct Validity

Construct validity examines whether the test is actually in line with the theory of what it means to know certain language skill (Shohamy 1985:74). It means that the test item should really test the students or the test items should really measure the students' ability in reading comprehension.

### 3.6.2. Reliability

To find out the reliability of the test, split-half technique is used. It requires to splitting the test in two similar parts, first and second half (Hatch and Farhady, 1982). Split half method is used by the researcher to estimate the reliability of the test. To measure coefficient of the reliability the first and second half group, the researcher used the following formula:

$$r_1 = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

$r_1$  = coefficient reliability between 1st half and 2nd half

$x$  = total number of the 1st group

$y$  = total score of 2nd group

$X^2$  = square of  $x$

$Y^2$  = square of  $y$

Then to know the coefficient of the whole items, the researcher uses Spearman Brown Formula:

$$r_k = \frac{2r_1}{1+r_1}$$

$r_k$  = reliability of full test

$r_i$  = reliability of half of the test

The criteria of reliability are:

0.80 - 1.00 = very high

0.60 - 0.79 = high

0.40 - 0.59 = average

0.20 - 0.39 = low

0.00 - 0.19 = very low

(Hatch and Farhady, 1982:246)

### 3.6.3. Level of Difficulty

To see the level of difficulty, the researcher used the following formula:

$$LD = \frac{R}{N}$$

Notes:

LD = level of difficulty

R = the number of the students who answer correctly

N = the total number of the students

The criteria are:

< 0.30 = difficult

0.30 – 0.70 = average

> 0.70 = easy

(Shohamy, 1985)



### 3.6.4. Discrimination power

Discrimination is used to know whether the test items can differentiate the students' ability. To calculate the discrimination power, the researcher used the following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Notes:

DP = discrimination power

U = the proportion of upper group students

L = the proportion of lower group students

N = the total number of students

The criteria are:

0.00 – 0.19 = poor

0.20 – 0.39 = satisfactory

0.30 – 0.69 = good

0.70 – 1.00 = excellent

(negative) = bad items (must be omitted)

### 3.7.Data Analysis

Analyzing the data is necessary to process or interpret the data into other information. Sharma (2018) states that data analysis is the process of converting data by applying systemically logical or statistical technique in order to describe, illustrate, recap and evaluate data into knowledge and information relate to the research question. The purpose of analysis is to reduce data to be intelligible and interpretable so that the relation of research problem can be studied.

In this research, the researcher used two instruments which are reading test and questionnaire. In order to see whether there was significant improvement of the

students' reading comprehension achievement or not and find out the students' perception on the implementation of SQ3R technique.

To analyze the data of the students' mean score in the pre-test and post-test, the researcher used the formula as follows:

$$M = \frac{X}{N} 100\%$$

Notes:

M = Mean

X = Students score

N = Total number of students

After analyzing the data; the mean score of pre-test and post-test was compared to discover whether the students' reading comprehension achievement was improved or not after the implementation of SQ3R. In order to find out the improvement of the students' reading comprehension achievement, the researcher used the formula as follows:

$$I = M2 - M1$$

Notes:

I = the improvement

M2 = the mean score of the pre-test

M1 = the mean score of the post-test

Then, the students' score were calculated by using SPSS 16.0 to examine the differences of the pre-test and post-test; and to analyze the significance of the test.

After administering the pre-test, treatment, and post-test; the researcher gave the questionnaire in the last meeting in order to find out the students perception towards the implementation of SQ3R. The questionnaire consists of 5 scale of

points, they are strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The data of the questionnaire were grouped and then counted based on each response. Then the researcher calculated the mean score of each statement which determined the main response.

This chapter has discussed the setting, research participants, research design, data collecting technique, research instruments, try out of the instruments, and data analysis.

## **V. CONCLUSION AND SUGGESTION**

This chapter presents the conclusion of the research findings and suggestion for English teacher and for other researcher who are going to conduct any similar research.

### **5.1. Conclusion**

This research concerned with improving students' reading comprehension achievement at the second grade students of SMPN 34 Bandar Lampung. Based on the research findings and discussion, the conclusions of the research are stated as follows:

- 1) The students' reading comprehension achievement improved after the implementation of SQ3R in the research. It is proven by the students' improvement result from the pre-test and post-test. The result in the post-test was higher than the pre-test. The mean score of the pre-test was 52.34 and the post-test was 70.54. It showed that the gain is 18.2. Furthermore, each aspect of reading also improved after being taught by using SQ3R. According to the hypothesis testing, the significant level is 0.000 which showed that  $H_1$  was accepted. It concluded that there is significant improve in students' reading comprehension achievement after being taught by using SQ3R at the second grade of SMPN 34 Bandar Lampung.

- 2) The students' perception on the implementation of SQ3R in this research was positive. It is confirmed by the score from each statement which was higher than 50%. It is in line with their improved achievement in the post-test after being given the treatments. Majority of the students in this research felt that SQ3R was useful for them in comprehending a text better.

## 5.2. Suggestion

Considering the conclusion above, the researcher would like to recommend some suggestions as follows:

### 1) Suggestions for Teacher

The researcher has some suggestions for the teacher, they are as follows:

- a. The teacher is suggested to use this technique in the teaching and learning of English especially in the reading comprehension aspect; in order to optimize the students' reading comprehension achievement.
- b. This technique consists of five steps; resulting in much time needed in applying it. Therefore, the teacher should allocate the time effectively.

### 2) Suggestions for Further Researchers

After conducting the research, there are some suggestions for the further researcher as follows:

- a. This research was conducted in the junior high school level. Therefore, further researcher can try to conduct a research with the same topic in different level of school.
- b. In order to minimize the chance of bias and partiality in the result. The further researcher is suggested to increase the number of sample in the research to get better result either in students' improvement from pre-test to post-test or students' perception on the implementation of the technique.

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