

**THE APPLICATION OF THE SQ3R (SURVEY, QUESTION,
READ, RECITE, AND REVIEW) TO IMPROVE STUDENTS
READING COMPREHENSION AT SMAN 2 LHOKNGA**

THESIS

**Submitted in Partial Fulfillment of the Requirement for the Degree of
“Sarjana pendidikan” (S1)**

By

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2024**

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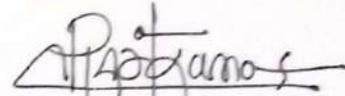
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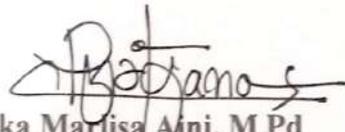
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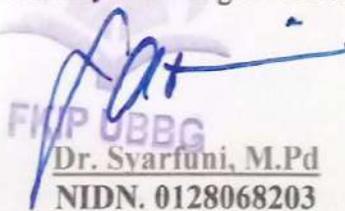
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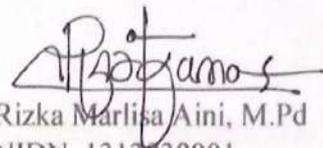
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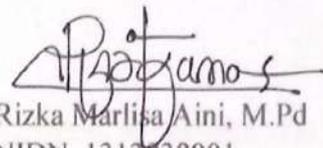
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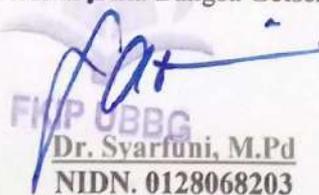
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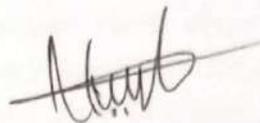
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Menyatakan bahwa hasil penelitian atau skripsi ini benar-benar karya saya sendiri, bukan jiplakan dari karya tulis orang lain, baik sebagian maupun seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti plagiasi atau jiplakan, saya siap menerima sanksi akademis dari prosi atau Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena

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Nonong Afriani

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In order to complete the S-1 program to obtain a bachelor's degree in Teacher Training at Bina Bangsa Getsempena University (UBBG) Darussalam Banda Aceh, in this case the author compiled a thesis entitled **“The Application of The (SQ3R) Survey, Question, Read, Recite and Review To Improve Students Reading Comprehention At SMA Negeri 2 Lhoknga”**

In the preparation of this thesis, the author faced many obstacles and difficulties due to the lack of knowledge and experience that the author had, but with the help of various parties, thank God finally these obstacles and difficulties could be overcome. Therefore, through the preface the author would like to thank:

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Banda Aceh, 15 January 2024

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ABSTRACT

Nonong Afriani, 2024 “ The Application Of The (SQ3R) Survey, Question, Read, Recite, and Review to Improve Students Reading Comprehension (Experimental Research on grade XI social studies students at SMA Negeri 2 Lhoknga). Thesis, Department of English Language Education, University of Bina Bangsa Getsempena . Advisor I, Mulyadi Syahputra, M.Pd, Advisor II, Rizka Marlisa Aini, M.Pd.

This research is about the application of the SQ3R learning model in improving students' reading comprehension at SMA Negeri 2 Lhoknga, Aceh Besar. The purpose of this study was to determine how students' comprehension ability with the SQ3R learning model, and to determine the influence of students on learning using the SQ3R learning model on students' reading comprehension. This study was conducted using quantitative research, the population of this study was class XI social studies students of SMA 2 Lhoknga which consisted of 25 students. Data collection is carried out using observations and tests. Observation is done by storing activities in the classroom during the teaching and learning process, from the test data analyzed with statistical procedures to see if there is a significant difference between the pre-test results and the post-test results. The findings of this study showed that the average pre-test score was 57.6 and the significant value was 0.2469 and from the post-test calculation the average value was 75.56, and the significant value was 0.2650. Then H_0 is rejected and H_a is accepted or the data is normally distributed. Based on the results of research and discussions that have been carried out, it was concluded that the application of the SQ3R learning model has an effect on improving students' reading comprehension at SMA Negeri 2 Lhoknga, Aceh Besar.

Keywords: *Reading, Reading Comprehension with SQ3R Method.*

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CHAPTER I

INTRODUCTION

The chapter discusses the background of the study, the problem identification, the limitation of the problem, the research question, the research goals and objective, and the research benefit.

1.1. Background of study

Learning is essentially an activity carried out consciously to produce a change, concerning knowledge, skills, attitudes and values. Man without learning will have difficulty in adjusting to the progress of science and technology, which is nothing but a product of the thinking activities of his predecessor man. The demand to adapt to an ever-changing environment is a demand of human needs from birth to the end of life. Thus, learning is a lifelong demand of human life (life long learning). In maintaining their lives, humans must have life skills (skills of life), which can be obtained through various learning processes, such as learning to know, learning to do, learning to be myself and learning to live together (learning to life together).

According to Villar (2018). English has become a lingua franca, a language spoken by millions of people around the world. In many communities. English has become a language that has cooperated significantly with civil in certain parts of commercial, policy, education, and broadcasting (yansyah, 2020). Therefore, having English as one of the language skills is very important. To

master English, students must acquire two types of skills. English proficiency is classified as receptive skills.

Reading is one of the skills that must be possessed by anyone to obtain information and knowledge from various sources (Sinin, 2015). Reading is an activity that a person does to analyze to get the message or meaning that the author wants to convey in his reading text. With students who are lazy to read, students will find it difficult to get new knowledge for themselves. In second language or foreign language teaching, reading gets a special focus that is different from reading in lessons using Indonesian. Reading is a process of comprehension. And this means that when we read the reader subconsciously tries understand the meaning of the text order to undestand the purpose of the text and, and the reader can make his own conclusions about the text after reading the text with focus.

There is a lot of information that can be extracted from reading activities. People who read a lot will gain more knowledge than people who rarely or even never read. Through the knowledge possessed, people can communicate back the information they have in oral or written form. So in other words, reading can also help someone to improve communication skills in other forms. Especially in a modern technological society like today, one must read a lot in order to keep up with technological developments and advances because difficulty in reading is a serious defect in life (Rubin in Slamet 2003: 74). Thus, the ability to read is very important role in helping children learn various things.

Reading is a very important skill to be taught in English. Reading can be used to further develop reading skills not only in textbooks but also other reading materials. For example, online comics (webtoons) and novels or magazines. Reading comprehension is defined as the act of thinking and constructing student meaning in the pre-reading, and post-reading stages. This is one of the main language skills that requires inference and understanding of details in written material, and is expected to be acquired by students in school. In fact, reading comprehension is placed at the heart of many school subjects because it plays a key role in the process of cognitive development. According to Nurhadi (2016). Reading is a critical-creative processing of reading by readers to gain a thorough understanding of the reading, followed by an assessment of the circumstances, functions, and impact of the reading. Hurwitz in Tillah, et al (2021:24) said.

However, in reality, many students have not responded well to reading with comprehension. This is due to the lack of role of teachers in providing effective media and efficient methods to help students understand English reading texts. For example, students are not given interesting teaching media and do not apply appropriate learning methods that facilitate and support students, so they are not interested in learning English, especially understanding English reading texts. Though reading with comprehension is an important factor that determines students' mastery of the text material taught. As a solution to make it easier for students to understand reading texts is to apply an interesting and effective learning model that can help students understand reading texts easily (Ministry of Education, 2018: 10-35).

Student learning outcomes in reading comprehension are still low. Meanwhile, the expected learning outcomes of KKM students are 75. Teachers play an important role in designing reading comprehension learning well how to choose the right, effective, and efficient method in the learning process. So far, teachers carry out reading comprehension using LKS, follow the curriculum flow, and carry out activities that are more controlled by the teacher so that students feel bored, unfocused, lazy and their activities become monotonous. The obstacle faced by teachers is that every time the material reads comprehension, students are assigned to only look for difficult words, determine paragraphs, retell the content of the reading. As for determining the ideas conveyed by the author is always ignored. In addition, reading comprehension always uses a long time and is repetitive and feels boring. To improve reading skills, teachers must find a method that faster students understand what they read, so that they can keep it in their minds for a long time. Researchers found the problem again. Students still have difficulty telling and concluding a reading. This can be seen when they are asked to retell orally, students do not seem to want to go forward and students also want to reopen the reading to tell it, with this there is no meaningful meaning during the reading process.

Based on the problems that have been found in class, researchers use the SQ3R method in reading comprehension. According to Siriphani (2020: 90-108) the SQ3R method is a very appropriate method to make it easier for students to understand reading texts deeply (overall) and rationally (logic). In addition, Sobur (2018: 253-277) added that the SQ3R method is an effective and efficient

method in increasing students' understanding of reading texts consisting of several stages, namely "survey, question, read, read, and review". In short, the SQ3R method is the right reading method as an alternative solution that can be used to facilitate and improve students' understanding of English reading texts. Teaching media and learning methods are two important things that support each other as a means for students to learn English and at the same time help students understand the information provided easily. In other words, teaching media and learning methods are two important things that cannot be separated and interrelated as a means for students to understand the information provided. Effective and efficient media and methods can help students engage in English learning and also make it easier for students to understand English texts.

In the process of learning reading comprehension, a method that performs sequential stages, one of which is the SQ3R method. This method consists of five stages, namely Survey, Question, Read, Recite, Review (SQ3R). Survey to get to know the concepts to be learned by reviewing essay titles, paragraphs, and discourses. Question An activity that students do to help understand learning material by asking questions that they arrange themselves such as who, what, where, when, how. Read is a process of finding answers to questions in step two, which is the question asked by the reader to understand the topics in the reading, the main ideas and explanations, and the organization of the reading. This activity students will get answers to problems they encounter such as reading topics, main reading ideas, main sentences, explanatory sentences, summarizing, and concluding. Recite an activity to retell the reading well. So he is said to be a

successful reader and can proceed to the review level while those who fail cannot continue to the review level. Review is a rereading activity with the aim of correcting errors made in the review, rematching what has been remembered in the original, and refixing reading material that is lost from the reader's memory. The stages of the SQ3R method are estimated to overcome the problem of low reading comprehension of students.

According to Abidin (2012: 107) SQ3R is a reading learning method consisting of five steps, namely survey, question, read, recite and review the main objectives of implementing this method are (1) to improve comprehension of reading content, and (2) maintain that understanding in the longer term.

Based on the researchers' observations and initial observations, the learning process carried out, especially in English language learning, aspects of reading comprehension are still not optimal. There are still many students who have difficulty in learning English. Teachers have not used innovative learning models, so students are less motivated in learning activities. This can be seen from some students who dare to express their ideas or opinions. Many of his ideas and opinions were dominated by some students while others did not actively participate. This causes the goal of making all students active in reading comprehension not being achieved, and the expected grades or results are also not optimal.

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The second previous research was from Chairiyah, et al from Universitas Sarjana Wijaya Tamansiswa Yogyakarta. Entitled the application of learning methods (SQ3R) to improve reading comprehension skills. The purpose of this

study is: describe the results of the application of the method (SQ3R) that can improve the reading comprehension ability of grade III students of SD Negeri 1 Cangkreplor for the 2020/2021 school year. year. This type of research is class action research (PTK) which is carried out in two cycles. Inter-cycle reading comprehension skills improved from the initial state (pre-cycle) of 35.7% to 53.6% in cycle I then to 89.3% in cycle II. The conclusion of this study is that the application of learning the SQ3R Method can increase the value of reading comprehension skills in grade III students of SD Negeri 1 Cangkreplor Purworejo 2020/2021.

The latest research was conducted by Anisa Agustina in (2015) from Yogyakarta State University with the title effectiveness of the SQ3R method on English reading skills comprehension discourse of grade x students in the even semester of SMA Negeri 6 Yogyakarta. This study aims to determine the effectiveness of the SQ3R method on English reading comprehension skills with grade X students of SMA Negeri 6 Yogyakarta. This type of research is quasi-experimental research with Non-equivalent Control Group Design research design. The data collection techniques used are testing (pre-test and post-test), observation, and documentation. The validity of the test instrument is tested using product moment correlation, while the reliability of the instrument is tested using the KR 20 formula. The data were analyzed using quantitative t-test (t-test) calculations. The results showed that the results of the t-test pre-test value (initial test) obtained tcount smaller than ttable (0.127 0.05,) so that Ha was accepted and Ho was rejected. In addition, there was a difference in the average pre-test

score between the experimental group and the control group of 0.347. While the results of the t-test obtained a post-test tcount score greater than ttable ($4.485 > 2.021$) and obtained a significance level of less than 0.05 (0.000).

Based on several previous studies as described above, the author was moved to continue the research with the title “ **THE APPLICATION OF THE (SQ3R) SURVEY, QUESTION, READ, RECITE, REVIEW TO IMPROVE STUDENTS READING COMPREHENTION AT SMA NEGERI 2 LHOKNGA**”

1.2. Research Problem

Is there any influence on the application of the SQ3R method (Survey, Question, Read, Recited, Review) on the reading comprehension of students of XI Negeri 2 Lhoknga

1.3. Objective of Study

To determine the effect of the application of the SQ3R method (Survey, Question, Read, Recited, Review) on the reading comprehension of grade XI students of SMA Negeri 2 Lhoknga

1.4. Scope of study

Aspects of the scope of this study. The researchers investigated the impact of using the SQ3R method in improving reading comprehension.

1.5. The Significance of The Study

The results of this research are expected to improve English language teaching, especially in reading comprehension. This paper is also expected to contribute to the four community groups, which can be described as follows: The

findings of this study can be expected to have very significant points in theoretical and practical value. Theoretically, this research will be useful to enrich English theory

1.5.1. Teacher

Provide innovation in using learning methods so as to improve teacher competence in the learning process and improve student learning outcomes. And besides that, it also makes it easier for teachers to help and guide students. The use of the SQ3R method is useful in teaching English reading in the classroom so that students are more active in practicing English reading skills and ultimately teachers achieve reading learning goals.

1.5.2. Student

As input material, in an effort to improve student learning outcomes in English subjects by providing information about factors that affect learning outcomes, so that students can improve their learning methods. In addition, students can also complete and study assignments well, and students can also complete assignments in a short time, students also gain a broader understanding, and will become active and directed.

1.5.3. For schools,

Can be used as a contribution of thought in order to help minimize factors that affect learning outcomes, especially in English subjects, namely schools take policies that can support the creation of a more effective learning process. And also besides that schools can be even better in the teaching and learning process by using the right model that is good in the process of improving learning in the

school. This research is also expected to be taken into consideration in taking policies to improve the quality of the teaching and learning process.

1.5.4. For other researchers,

This research is expected to provide valuable contributions and information related to the use of the SQ3R method in the teaching and learning process of English, especially reading classes. And besides that, with this research, it is hoped that it can be better in the future for researchers who will research later.

1.6. Definition of Key Term

To avoid problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms are used.

1.6.1. SQ3R (Survey, Question, Read, recite and review)

SQ3R is an excellent reading method for intensive and rational reading. This method of reading is good for study purposes. The reading method for this study was recommended by a professor of psychology from Ohio State University, Prof. Francis P. Robinson, in 1941. Reading activities using the SQ3R method include five steps, namely, survey, question, read, recite and review.

1.6.2. Reading Comprehention

Reading Comprehention is the process of receiving language from written text, where writers try to get information and messages from what they read. Thus, it can be concluded that reading comprehension is the process of understanding text. And to understand written material the reader must use a

variety of skills, such as the reader must be able to draw conclusions, identify main ideas, and recognize the details of the choices. According to Rahmat (2017: 23) in Marlina (2020: 6), reading comprehension is a procedure where the reader needs to choose an etymological picture and reproduce it to the whole important planned by the author. Reading comprehension is simply a term that refers to reading, abilities though the significant thing isn't on the articulating or burden reading, however, but it is the understanding taken into consideration.

CHAPTER II

LITERATURE REVIEW

2.1. Reading

In this part describe definition of reading, process of reading, purpose of reading, the aim of reading, type of reading, the stages of reading of reading development, and factors affecting reading.

2.1.1. Definition of Reading

Reading according to Haryadi (2010: 77) is an interaction between readers and writers. The interaction is not direct, but communicative. Communication between readers and writers will be better if readers have better abilities. Readers can only communicate with written works used by the author as a medium to convey their ideas, feelings, and experiences. Thus the reader must be able to compile the understanding contained in the sentences conveyed by the author in accordance with the concepts contained in the reader. Wulan (2010) in his research journal revealed that reading is one of the important factors in the life of modern society. The ability to read is a must because the dissemination of information and messages in the modern world is presented in written form, and can only be obtained through reading. If a person cannot read so that he does not understand written instructions or announcements, then the person will lose, go the wrong way, or be unable to adjust to his environment. The importance of reading ability and skills in everyone is expressed by Burn in Rahim (2007: 1) that "the ability to read is an ability that is absolutely mastered by a more advanced society". Society will tend to more quickly experience, anticipate and

adapt to various changes and advances when individuals in society have high reading skills and culture. Conversely, when a society has low abilities and culture, it will be relatively slower in adjusting to the changes that occur around it.

Based on the explanation above, it can be concluded that reading is an important skill to learn because by reading we can know everything and we can influence knowledge

2.1.2. Process of reading

According to Dalman, reading is a cognitive process or the process of searching and finding information contained in a writing. Reading is not just understanding a collection of letters, words and sentences in paragraphs, but reading is the process of understanding a message and the intention conveyed by the author in writing, so that the message can be received by the reader (Meliyawati, 2016). According to Cristina (2019;6), reading is one of the things that is needed in gaining knowledge. Thus, reading is very influential for English students, by reading students can get more information sharing and ideas.

In addition, according to Roza (2016: 5) states that reading is an interesting process in which readers interact to read the text and try to understand the author's purpose and try to understand the author's purpose. And also reading is the process of understanding the meaning of a text where readers can know important ideas and information from what they have read. By reading many books we can know what we did not know before, reading some information can

provide a reference for writing. Therefore, when reading students need to have some vocabulary that is good at mastering grammatical rules to understand what the text is talking about. It can be concluded that reading in a foreign language is learning because it is a process that students must have. As a result, reading is a skill to make students more successful in school.

According to Herlyanto (2015: 6), said that reading is a process of understanding and finding meaning contained in reading, reading is also a process of translating written symbols into words. That is, the reader is expected to understand what information is in the text and the reader can also get points from the text he reads. By reading can make the reader get what the purpose of the text is. In line with Meliyawati (2016; 3), reading is a skill that can be said to be part of an activity that involves various elements in it when reading and understanding the content of reading. Thus, it can be interpreted that reading is a process that readers do to understand and obtain information from the text that has been read.

2.2. Reading Comprehention

Reading comprehension is an activity or process to obtain meaning or messages that have been conveyed by the author through the words written by Tarigan (2008: 7). Reading comprehension is a process that involves several senses and is a thinking activity in understanding a writing, meaning and message conveyed by the author to the reader

According to Klingner (2017.2) in Rasmiati (2022.9) that reading comprehension is a process of constructing meaning by coordinating a number of

complex processes of reading words, knowledge of words and the world and fluency. Refers to the ability to interpret words, understand meaning, and relationships between ideas conveyed in a text

Reading is such a complex process. With practice and exposure, children develop understanding so that they may begin to comprehend stories better. Students begin to read stories that are longer, have deeper meanings, hidden messages, similes, metaphors, and even understand very difficult vocabulary (Bonner, 2008). (Reading is a complex process. With practice and action, children can develop understanding so that they can begin to understand the story better. Students can start by reading longer, deeper stories, hidden messages, allusions, style, and even more difficult vocabulary.)

To be able to understand the content of a reading material well, it is necessary to have good reading comprehension skills as well. Comprehension is one of the important aspects of reading activities, because in essence understanding a reading material can improve reading skills itself and for certain goals to be achieved. So, the ability to read can be interpreted as the ability to understand reading material. The purpose of reading is comprehension not speed (Tarigan, 1986: 37). Reading comprehension is also defined as one of the reading activities aimed at understanding the content of reading (Sujanto in Nurhadi, 1987: 222). The ability to read is very complex and not only the ability to read the technique but also the ability to understand and interpret the reading content.

Based on some of the above understandings, it can simply be concluded that reading comprehension is a reading activity to understand the content of reading, both expressed and implied from the reading material.

2.2.1. Aspects of Reading Comprehension

Reading is a complex skill that involves a series of other smaller skills. In order for a person to be able to reach a level of understanding, he should undergo a fairly long process. Therefore, we need to know and master several aspects of reading comprehension. Aspects of reading comprehension include:

1. Understand simple notions (lexical, grammatical, rhetorical),
2. Understand significance or meaning, namely the author's intentions and objectives of cultural relevance/state, reader reactions.
3. Evaluation or assessment (content, form),
4. Flexible reading speed, which is easily adapted to circumstances (Tarigan, 1986: 12).

Understanding, readers are not only required to just understand and understand the content of the reading, but also must be able to analyze or evaluate and relate it to the experiences and initial knowledge they already have.

2.2.2. Purpose of Reading Comprehension

If we do an activity, of course we are able to achieve certain goals that we want to achieve. Likewise, in reading comprehension also has certain goals to be

achieved. The purpose of reading comprehension is to gain success in full understanding of logical arguments, sequences or patterns of text, symbolic patterns, additional tones of an emotional nature and also linguistic means used to achieve goals (Tarigan, 1986: 36). Based on the description above, it can be seen that the purpose of reading comprehension includes several things. Obviously reading comprehension is necessary if we want to study and understand the problems we read to very detailed things.

2.2.3. Reading Comprehension Level

There are various aspects of skills to understand the content of the reading. Four levels or categories of reading comprehension: literal, inferential, critical, and creative (Burns and Roe; Rubin; and Shafi'ie in Hairuddin, et al, 2007: 24). The discussion of the level of understanding is described as follows

1. Literal comprehension is the ability to understand information explicitly stated in text. Literal comprehension is the lowest level of understanding. Although classified as a low level, literal comprehension is still important, because it is needed in the overall reading comprehension process. Literal understanding is a prerequisite for higher understanding.
2. Inferential understanding is the ability to understand information expressed indirectly (implicitly) in text. Understanding the text inferentially means understanding what the information explicitly stated in the text implies. In this case, the reader uses the information

explicitly stated in the text, background knowledge, and personal experience in a unified manner to make conjectures or hypotheses.

3. Critical comprehension is the ability to evaluate text material. Critical understanding is essentially the same as evaluative understanding. In this understanding, the reader compares the information found in the text with certain norms, knowledge, and background experiences of the reader to assess the text.

4. Creative comprehension is the ability to express emotional and aesthetic responses to text that conform to personal and professional standards. Creative comprehension involves the cognitive dimension of reading as it relates to the psychological and aesthetic impact of the text on the reader. Creative understanding, readers are required to use their imagination power to obtain new images that exceed what is presented by the author (Hafni in Hairuddin, et al, 2007: 25).

Based on the description above, this study emphasizes reading comprehension at its level as literal understanding, namely understanding of what the author conveys and mentions in reading material.

2.2.4. Principles of Reading Comprehension

According to McLaughlin and Allen in Rahim (2007: 3-4), put forward the principles of reading as follows:

1. Understanding is a social constructivist process.
2. Balance of knowledge is a curriculum framework that fosters understanding.
3. Professional (excellent) reading teachers influence student learning.
4. Good readers play a strategic role and play an active role in the reading process.
5. Reading should occur in a meaningful context.
6. Students discover the benefits of reading that come from a variety of texts at different grade levels.
7. Vocabulary development and learning affect reading .
8. Participation is a key factor in the comprehension process.
9. Reading strategies and skills can be taught
10. Dynamic assessment informs reading comprehension learning.

2.2.5. Reading Steps for Comprehension

In understanding reading material, there are several steps that need to be done by the reader. The steps that need to be done in reading, namely: (1) determine the purpose of reading; (2) preview means reading at a glance; (3) read the entire body carefully so that we can find the main idea contained in each paragraph; (4) restating the content of the reading using one's own sentences and

words (Suyatmi, 2000: 45). High reading comprehension skills are expected to capture the main ideas contained in the reading material, find the relationship of one main idea with other main ideas and as a whole, then be able to connect what is understood from the reading material with ideas outside the reading material. Reading is an action carried out based on the cooperation of several activities such as, observing, understanding ideas, outpouring of soul, and one's soul activity contained in reading material.

Based on the description above, researchers apply the SQ3R learning model in learning reading comprehension in this study to encourage fundamental changes in learning these patterns not just reading and answering questions according to the content of the reading, but there are processes or stages that students must go through to achieve comprehension of the reading they read in accordance with the content of the reading.

2.3. Definition of SQ3R (Survey, Question, Read, Recall, Review)

The SQ3R method was proposed by Francis Pleasant Robinson at Ohio State University, USA. This method is practical and can be applied in various learning approaches. The SQ3R method is a step to study the text which includes: 1) Survey, i.e. examining or researching or identifying the entire text. 2) Questions, which is actively reading the text to find answers to questions that have been compiled. 3) Reading, which is actively reading the text to find answers to questions that have been compiled. 4) Recitation, i.e. memorizing every answer that has been proposed. 5) Review, review all answers to the questions compiled

in the second and third steps. Reading with this method can lead to the active role of students because students are directly involved in the teaching and learning process.

SQ3R stands for Survey, Question, Read, Read, Review. The SQ3R learning model is carried out with certain stages, namely first, survey, second compiles a list of questions from the reading, third reads reading, fourth, explains the fifth reading, reviews the text of questions and answers (review).

2.3.1. SQ3R Method

The SQ3R method is a systematic reading process that includes the stages of Survey, Question, Read, Recite, and Review. Kason (2012) in his thesis explains that the SQ3R method is "A study system that has existed for decades and consists of five steps: Survey, Question, Read, Recite, and Review." This opinion shows that the SQ3R method is a learning system that directs students to five steps/stages. These steps are survey, question, read, recite, and review.

SQ3R Method Steps In the use of the SQ3R method, students not only memorize and repeat but can also involve students in the thought process of seeking understanding the meaning of the information being studied. SQ3R in principle stands for steps to study text which includes:

- 1) Survey, examine or scrutinize or identify the entire text.
- 2) Question, compiling a list of questions that are relevant to the text.

- 3) Read, actively read the text to find answers to the questions that have been compiled.
- 4) Recite, memorize every answer that has been found.
- 5) Review, review all answers to the questions arranged in the second step.

Third. To gain an understanding of the information learned, students must be skilled in reading the material presented by the teacher. The steps of the SQ3R method, namely

- 1). Survey

The first step in the SQ3R strategy is a survey, where teachers need to help and encourage students to examine or briefly examine the entire main structure of the study. The goal is for students to know the length of the subject of study, section headings, and subsection headings, keyword terms and so on (Syah, 1997: 131). In conducting surveys, students prepare pencils, paper and dye tools (highlighters) to mark certain parts. Parts. Important and will be used as question material needs to be marked to facilitate the process of compiling a list of questions in the next step.

- 2). Question

At this stage students formulate questions related to the marked reading text to increase curiosity and transform the reader in the student into a task aimed at answering the text. Previously, the teacher gave instructions or examples to the students to compile clear, brief and relevant

questions. Questions created can use formulas 5W1H (Who, When, Why, Where, dan How (Thabrany, 1995:86).

3). Read

The teacher has students read actively in order to find answers to the questions that have been compiled. In this case, active reading also means reading focused on paragraphs that are estimated to contain answers that are estimated to be relevant to the question (Syah, 1994: 131).

4). Recite

Recited is an exercise to improve understanding of the subject matter by emphasizing important points that can be done by listening alone, asking and answering questions (Trianto, 2007: 149).

5). Review

According to Gie (1994: 82), after doing a recitation students still need to look through all their notes to get a complete picture of all the ideas that have been learned. To prevent ideas from being forgotten again, repetition of study materials needs to be done at any time.

These steps/stages condition the reader to be more effective and efficient in reading. Because the reading system uses the SQ3R method to lead the reader to a continuous reading stage. Starting from planning, to the final stage in reading. Carlston (2012) also reveals that "The Survey-Question-Read-Recite-Review (SQ3R) method is probably one of the oldest

and most widely applied study strategies. The SQ3R method is most easily applied to textbooks and formal reading tasks where the reader is asked to consume the main points of expository writing. Carlston's opinion shows that SQ3R is one of the oldest learning strategies. The SQ3R method applies the reading method to find key points in the reading.

2.3.2. Purpose of Application the SQ3R Method

SQ3R aims to help students develop learning methods in reading and remembering content area reading tasks and Corner suggests that SQ3R serves four purposes, namely to eliminate prior knowledge; drawing up goals for reading; enable learners to monitor their understanding; and enable learners to assess their understanding of the text. Collegeboard says SQ3R helps make reading purposeful and meaningful. Based on these objectives, it can be concluded that reading activities using the SQ3R method will be more effective and efficient and allow maximum results.

Abidin (2012: 107) said the SQ3R Method (Survey, Question, Read, Recite, and Review) is very appropriate to be used as a method of reading reading material. This method refers to understanding the steps in processing language teaching and learning activities starting from planning, implementing, to evaluating learning. Methods are not ways to deliver learning because methods are more complex than just how to deliver material. So the SQ3R method is an excellent learning method for the benefit of intensive and relational reading . This learning model is one of the reading methods that is increasingly known to the

public and is increasingly used. The main objectives of applying the SQ3R method are (1) To improve comprehension of reading content, and (2) To maintain that understanding over a longer period of time. In this SQ3R method, before reading we conduct a reading survey to get a general idea of what we read, then by asking various questions whose answers we hope are contained in the reading and we will more easily understand the content of the reading. And furthermore, by trying to express in our own words the key points, we will master and remember them longer. The advantage of the SQ3R method is that it can remember longer because using this technique can encourage a person to better understand what they are reading which is directed at a point in a book or reading text

2.4.Thinking Framework

Learning outcomes are a reflection of the results of the teaching and learning process in schools. These results can be known during the teaching and learning process students successfully understand what is conveyed and desired by the teacher and in accordance with the goals set by the curriculum. The learning achievements achieved by students vary from high, medium, and low achievers. Every student doing active learning activities has the opportunity to get good achievements. Student success in learning to read and understand text is determined by many factors, one of which can be by applying the SQ3R model in reading comprehension.

CHAPTER III

RESEARCH METHODE

This chapter discusses research methodology. It consists of research methods, population and samples, research instruments, data collection techniques and data analysis techniques.

3.1. Research method

This type of research is a type of quantitative research with experimental methods. The experimental research method is research used to find treatment (treatment) flow. (Sugiyono, 2019), this study seeks to answer the effect of treatment provided by the use of problem-based models on student learning outcomes. The design of this study used in this study.

3.2. Research Design

In this study the author conducted an experimental study to prove the hypothesis. The experimental method is a systematic and scientific research approach in which the researcher manipulates one more variable. This experimental design model is called "One Group Pretest-Posttest Design (Seniaty, et al, 2008: 118)". This study used a pre-experimental method with a One Group Pretest-Posttest design. This study is classified as a preexperimental design because there is little or no control over extraneous variables. In the One Group pretest-posttest design, one group was measured or observed not only after being given a treatment but also before. To find out the significant difference in student improvement, the author applied the treatment or teaching in the experimental class. He explains and teaches students using the SQ3R. It is

to train students to get ideas by using this technique to improve reading comprehension.

Tabel 3.1..Research Design

Pre-test	Treatment	Post-test
O1	X	O2

Information :

X : Treatment in implementing comprehension activities read

O1 : Students reading ability before in treatment

O2 : Abilities of students who have been given treatment

3.3. Research location

This research was conducted at SMA N 2 lhoknga, Aceh Besar, Aceh. Researcher conducted research in this place because this school is one of the secondary schools that teaches English as a foreign language to its students. Previously, researchers had also made initial observations in the school, especially in English language learning reading comprehension was still not developed optimally, therefore researchers were interested in conducting research at the school. The school is located in Lhoknga Aceh Besar, Aceh.

3.4. Population and Sampel

3.4.1. Population

According to Suharni Arikunto 1998 in (Lestari 2014: 24) stated that population is the entire subject of research. If someone wants to research all elements in the research area, then the research is called population research. Its study or research is also called population study or census study. Meanwhile, according to Sugiono, 2017 in (Lestari, 2014: 24), population is a generalized area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. The population in this study is all students in class XI science of SMA Negeri 2 Lhoknga for the 2023 school year as many as 25 students. It consists of 12 boys and 13 girls.

3.4.2. Sample

According to Arikunto 2019: 104 said that if the population is less than 100 people, then the number of samples is taken as a whole, but if the population is larger than 100 people, then 10-15% or 20-25% of the population can be taken.

Based on the number above, the researcher only took a sample of 25 children. This is because the population is less than 100 people. Thus the use of population without having to attract research samples as units of observation is called census techniques as follows:

Tabel 3.2. Research sample

No	Class	The number of students	Sample
1	XI IPA	25	25
Amount	Amount	25	25

3.5. Research Variable Procedure

3.5.1. Independent Variable

Independent Variabel According to Sugiono (in Oktaviana 2019: 29) The independent variable is a variable that affects or causes its change or the emergence of the dependent variable. The independent variable in this study was SQ3R.

3.5. 2. Dependent Variable

Dependent Variable According to Sugiyono (in oktaviana 2019:30) dependent variables are variables that are influenced or that are the result of independent variables. Based on the description above, the dependent variable in this study is reading comprehension.

3.6. Research Instrument

In teaching reading, there are various types of instruments in teaching. Namus the author chose one of the instruments to make it easier for students to receive it. The instrument I chose was a test (pre-test and post-test). Tests can be

very important to do and tests are usually used at the beginning of the beginning. The test will be conducted by the author so that the class knows about reading well. There are two kinds of tests, the first is a pre-test and the second is a post-test.

Pre-test should be done before the treatment is ready. And pre-tests are usually done to assess students' ability to read before being given a treat. Pre-test aims to find out the results of student work. Post-test aims to determine the improvement of reading comprehension and student work. Post-test should be done after treatment. The purpose of this test is to help students know something new and to find out the ability of students' skills, especially in reading ability.

3.6.1 Pre-test questions

The form of pre-test questions is in the form of description with 10 examples of text reading materials. This text problem is used to measure student learning outcomes before treatment. The form of the questions is in the form of multiple choice where each question aims to improve reading comprehension, and the questions are divided into several parts, first aiming to be able to interpret, infer, interpret words, hidden messages, language style and allusions in the text.

3.6.2. Post-test questions

The post-test form is in the form of a description with a total of 10 questions on the text of the reading material. These text questions are used to measure the achievement of student learning outcomes after treatment. The form of the questions is in the form of multiple choice where each question aims to improve reading comprehension, and the questions are divided into several parts,

first aiming to be able to interpret, infer, interpret words, hidden messages, language style and allusions in the text.

3.7. The Technique of Collective data

In data collection, researchers want to give something to collect data by giving tests to students. Tests are an important technique in collecting research data. The author uses the test as an instrument to collect data. The author made two tests, namely pre-test and post-test

3.7.1. Pre Data Collection

3.7.1.1. Observation

Initial observation, before researchers conduct research at the school, of course, researchers must look at the condition of the school first and ask teachers and students about how the school is, how the learning taught by the teacher there and how students learn before researching at the school.

3.7.1.2. Research permission letter

After the initial observation has been made, it will be continued by bringing a research permit from the campus that has been issued by the education office to conduct research in the school

3.7.1.3. Aks permission from the school principal's

Furthermore, the researcher came to the school to deliver the permit letter and asked permission from the principal to be able to conduct research at the school,

3.7.2. While Data Collection

3.7.2.1 Pre-test

At the first meeting, researchers gave a pre-test for the experimental class. Before giving the test, the researcher asked the students about the tax explanations that had been studied before. After that, researchers give pre-tests to students. In the Pre-test, the researcher asks students to read the text that has been given, based on the information that the researcher has provided. The researcher gave the text to the students. Read the text in front of the class. After that, the researchers asked students to identify the text.

3.7.2.2 Treatment

At the treatment stage, the researcher will give some text to the students. After each time gets the text, the researcher then explains about the topic in the text. Researchers also teach students about the structure of the text, such as how to identify topic sentences, main ideas, conclusions and so on. Next, the researchers asked each group to read out the text that had been given to the mareka. When students read the text, researchers identify mistakes made by students.

3.7.2.3 Post-test

Researchers provide post-tests in experimental classes by asking students to read the text privately or one-on-one to find out if there is an increase in student reading comprehension using the SQ3R model. Finally, the researchers provided a questionnaire containing several statements in measuring the application of the SQ3R model to improve students' reading comprehension.

3.7.3. Post Data Collection

3.7.3.1. Close

After the study is completed and the researcher has obtained the expected results, then the research conducted has ended. The researcher closed his research by saying greetings and thanks to the students who had been willing to be sampled in this study. And thank the principal and teachers for giving permission to the researcher who conducted the research at the school.

3.8. Technique of data analysis

Data analysis techniques are efforts or ways to manage data so that it becomes information with the aim of knowing the characteristics of data in research, so that it can be understood and useful for solutions to problems related to research. In this study, to determine whether or not the SQ3R model is effective for reading comprehension of SMA Negeri 2 Lhoknga students, data analysis is

necessary. In this study, research. Ordinal data is a type of research data in the form of categories in a certain order.

In this study, the data analysis technique used with registration analysis is about the dependence of a dependent variable with one or more identical variables, with the aim of obtaining the average value of the dependent variable based on a known independent verifiable value. Therefore, the analysis used by the researcher in obtaining good grades, the study tests the research instruments used in the study. Here are simple statistics used by researchers to calculate data analysis.

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

Information :

X = Mean (average Value)

$\sum x$ = Total Student Score

$\sum N$ = Number of Student

The calculation results can then be reflected with the Minimum Completeness Criteria (KKM) of student learning that the author has set as an indicator of research success. Based on the KKM that has been determined, student learning outcomes can then be classified into two categories, namely complete and incomplete in the following table:

Tabel 3.3 Minimum Learning Completeness Criteria

Completeness Criteria	Qualification
≥ 75	Complete
< 75	Incomplete

Aqib 2010 page 41 said that to calculate the completeness of student learning, the following formula can be used:

$$P = x = \frac{\sum \text{Students who have completed their studies}}{\sum \text{Students}} \times 100\%$$

The calculation results are then analyzed with the Minimum Completeness Criteria (KKM) for learning students of SMA Negeri 2 Lhoknga with Classical and individual KKM as follows:

Tabel 3.4 Student Learning Success Criteria in (%)

Classical Completeness Criteria	Individual Completeness Criteria	Siawa Learning success rate
75%-100%	≥ 75	Complete
0%-74%	< 75	Incomplete

a). Normality Test

The normality test is carried out to determine whether the research data comes from normal or abnormal populations. Test normality using the liliefors method. Liliefors is one of the methods used to test the normality of a data. The liliefors normality test in this study was carried out using the help of the EXCEL Application. Here is the form of hypothesis used in testing normality is:

H_o : Data comes from a distributed population

H_a: The data do not come from a normally distributed population.

Based on *p-value or significance (sig)*, the criteria for hypothesis decision making are as follows::

If *sig* <0,05 then *H_o* is received or the data is not normally distributed.

If *sig* >0, 05 then *H_a* is received or the data is normally distributed.

b). Uji Hipotesis

Hypothesis testing is an action taken by researchers in testing the correctness of temporary conjectures by researchers in the study. Therefore, hypotheses can sometimes also turn into truth or vice versa can collapse as truth. In this study, the hypothesis test used was the t-Test. Paired Two Sample for Means is used to compare the average of two groups where the groups are not related to each other. And the basis for decision making in the t-Test Paired Two Sample for Means test is as follows:

- a). if the significance value (2-tailed) <0.05 , then H_0 is rejected and H_a is accepted
- b). if the significance (2-tailed) >0.05 , then H_0 is accepted and H_a is rejected.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Research Data and Findings

4.1.1. Research Site Overview

Lhoknga State High School is a formal educational institution, which is located at JL. TEUKU UMAR KM. 11, Lamgaboh, Lhoknga District, Aceh Besar, Aceh. And Accredited B. Principal Hamdani, S.Pd. SMA Negeri 2 Lhoknga only has 3 classes for all of them, consisting of grade 1 one class, grade 2 one class, and grade 3 one class.

SMA Negeri 2 Lhoknga is a school that has clean, comfortable and safe environmental conditions, with the existence of these conditions it can certainly support students in their academic development. Moreover, not only environmental conditions can support students' academic development, but the facilities and infrastructure are quite sufficient. SMA Negeri 2 Lhoknga has 19 educators, each of whom has their own duties, can be seen from the following table:

Teachers at SMA Negeri 2 Lhoknga, Aceh Besar, Aceh The following is data on the number of teachers and management at SMA Negeri 2 Lhoknga, Aceh Besar. Aceh

Tabel 4.1 of Educators and Educational Staff

No	Name	Position
1	Hamdayani, S.Pd	Principal
2	Nafisah, S.Pd	Teacher
3	Yusniar, S.Pd	Teacher
4	Nurmalini, S.Pd	Teacher
5	Herni Wirdha, S.Pd	Teacher
6	Laila Fajri, S.Pd	Teacher
7	Marliana, S.Pd	Teacher
8	Nur Dewi Sri Syarifah, S.Pd	Teacher
9	Halimah, S.Pd	Teacher
10	Masyitrah, S.Pd	Teacher
11	Nurul Aida, S.P.d	Teacher
12	Sri Mustika,S.Pd	Teacher
13	Ernita, S.Pd	Teacher
14	Nadya, S.Pd	Teacher
15	Suriyati, S.Pd	Teacher
16	Nona Yanti	Administration
17	Yusniar, S.E	Administration
18	Nurlian, A.Md	Administration
19	Sumarni, S.E	Adminstration

Source :SMA Negeri 2 Lhoknga, Aceh Besar, Aceh

Facilities and Infrastructure at SMA Negeri 2 Lhoknga, Aceh Besar, Aceh.

These facilities and infrastructure can be seen through the following t

Tabel 4.2. Building in SMA Negeri 2 Lhoknga

No	Facility Name	Amount
1	Teacher Office	1
2	Class	3
3	Computer Room	1
4	Administration Room	1
5	Library	1
6	UKS	1
7	Laboratorium	1
8	Bathroom /WC	1

Source: SMA Negeri 2 Lhoknga, Aceh Besar, Aceh.

In addition to an adequate building, of course, it is also equipped with an outdoor field that is quite adequate and in good condition so that when learning outside students can play on the field. The field can be seen in the following table:

Tabel 4.3. Field of SMA Negeri 2 Lhoknga, Aceh Besar, Aceh

No	Field	
1	Volleyball Court	1
2	Basketball Court	1

Source: SMA Negeri 2 Lhoknga, Aceh Besar, Aceh

a. childrens in class XI IPA SMA Negeri 2 Lhoknga, Aceh Besar

Based on the table above, it can be known how many teachers and students as well as facilities and infrastructure. The following is a table of the number of students in grade XI IPA SMA Negeri 2 Lhoknga:

Tabel 4.4. Class XI Science Students of SMA Negeri 2 Lhoknga, Aceh Besar, Aceh.

No	Student Name	Gender F/M
1	WH	F
2	AM	M
3	MR	M
4	FA	F
5	AK	F
6	FAA	F
7	SNF	F
8	MA	F
9	SNH	F
10	SN	F
11	RM	F
12	AN	F
13	T.MJ	M
14	GF	M
15	AG	M

16	MK	M
17	T.AZ	M
18	CM	M
19	I	F
20	TY	M
21	T.AF	M
22	GG	M
23	RO	M
24	F	M
25	T.MS	M

Source: SMA Negeri 2 Lhoknga, Aceh Besar, Aceh.

b. Vision and Mission of SMA Negeri 2 Lhoknga

The vision of SMA Negeri 2 Lhoknga is to prepare skilled and qualified students with broad insight based on faith and piety.

While the missions of SMA Negeri 2 Lhoknga are:

1. Improve learning and guidance effectively so as to be able to develop academic potential optimally and with quality based on faith and piety
Menumbuhkan minat baca Al-Qur'an
2. Improve extracurricular performance
3. Fostering a high sense of cooperation to all citizens
4. Fostering a love of a clean, beautiful, safe and comfortable environment

5. Improve the quality of learning and guidance effectively so as to develop academic potential and reality optimally.

4.1.2. Description of Research Results

This research was conducted in a class of 25 students as an experimental class. The purpose of the description of the results of this study is to see the application of the SQ3R learning model in improving students' reading comprehension at SMA Negeri 2 Lhokga, precisely in class XI Science.

Based on the first meeting in the class, a pretest is given to see the extent of students' reading comprehension. And at the next meeting, the learning process for one class was given (posttest) to see the results of students' reading comprehension.

Tabel 4.5. Results Pre-test and post-test scores Student Observation Sheet

No	Name	Pre-test Score	Post-test Score
1	AN	50	75
2	RM	60	75
3	T,MJ	50	75
4	AG	50	75
5	GF	50	75
6	MK	50	74
7	T,AZ	65	76
8	CM	70	77
9	IY	65	76
10	TY	50	75

11	T,AF	40	74
12	GG	75	78
13	MS	40	75
14	FR	40	75
15	RO	60	75
16	SN	70	75
17	SNH	75	78
18	MA	75	78
19	SNF	75	78
20	MR	75	78
21	FA	50	75
22	FAA	70	77
23	AK	50	75
24	WH	40	70
25	AM	50	75
	Total Value	1.440	1.889
	Avarange Value	57,6	75,56

Source: kelas XI SMA Negeri 2 Lhoknga

The formula used in finding the average pre-test and post-test scores in this study uses the following formula:

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

Information :

\bar{X} = Mean (average Value)

$\sum x$ = Total Student Score

$\sum N$ = Number of Student

Nilai rata-rata *Pre-test*

$$\bar{X} = \frac{1.440}{25} = 57,6$$

Nilai rata-rata *post-test*

$$\bar{X} = \frac{1.889}{25} = 75,56$$

1. Pre-test Data Analysis Management

Based on the data above, then the pre-test data will be calculated or analyzed with a formula (average score), with the aim of knowing the average score of students.

$$\bar{X} = \frac{1.440}{25} = 57,6$$

a. Pre-test Data Normality Test

The normality test is carried out in order to test the normality of a data. In this study, data normality was tested by the lilifors method using the help of the EXCEL application. Here is the normality test on the student's Pre-test data.

Tabel 4.6. Pre-test Data Normality Test

No	X	Z	F(z)	S(z)	F(z)-S(z)
1	40	-1.3976	0.0811	0.04	0.0411
2	40	-1.3976	0.0811	0.08	0.0011
3	40	-1.3976	0.0811	0.12	0.0389
4	40	-1.3976	0.0811	0.16	0.0789
5	50	-0.6035	0.2731	0.2	0.0731
6	50	-0.6035	0.2731	0.24	0.0331
7	50	-0.6035	0.2731	0.28	0.0069
8	50	-0.6035	0.2731	0.32	0.0469
9	50	-0.6035	0.2731	0.36	0.0869
10	50	-0.6035	0.2731	0.4	0.1269
11	50	-0.6035	0.2731	0.44	0.1669
12	50	-0.6035	0.2731	0.48	0.2069
13	50	-0.6035	0.2731	0.52	0.2469
14	60	0.1906	0.5756	0.56	0.0156
15	60	0.1906	0.5756	0.6	0.0244
16	60	0.1906	0.5756	0.64	0.0644
17	65	0.5876	0.7216	0.68	0.0416
18	70	0.9847	0.8376	0.72	0.1176
19	70	0.9847	0.8376	0.76	0.0776
20	70	0.9847	0.8376	0.8	0.0376
21	75	1.3817	0.9165	0.84	0.0765
22	75	1.3817	0.9165	0.88	0.0365
23	75	1.3817	0.9165	0.92	0.0035
24	75	1.3817	0.9165	0.96	0.0435
25	75	1.3817	0.9165	1	0.0835

Source: Data Pre-test Siswa SMA Negeri 2 Lhoknga

Average : 57,6

Standar deviation : 12.59298747

Maximal : 75

Minimal : 40

Rentang : 35

T count : 0.2469

T tabel : 0.180

Based on the results of the normality test on the prt-test data using the help of the existing EXCEL Application and has been presented in the table above and known significant values of $0.2469 > 0.05$, it can be concluded that IHa is received or normal distributed data.

Pre-test Data Hypothesis Test

Hypothesis testing is an action taken by researchers in testing the correctness of temporary conjectures by researchers in the study. Therefore, hypotheses can sometimes also turn into truth or vice versa can collapse as truth. Test the Hypothesis in this study using t=Test: Paired Two Sample for Means. Here is a hypothesis test of student pre-test data.

Tabel 4.7. Pre-test Data Hypothesis Testing

t-Test: Paired Two Sample for Means		
	<i>Skor</i>	<i>SK – B</i>
Mean	57.6	0
Variance	158.58333	0
Observations	25	25
Pearson Correlation	0.8329	
Hypothesized Mean Difference	57.6	
Df	24	
t Stat	0	
P(T<=t) one-tail	0.5	
t Critical one-tail	1.7108821	
P(T<=t) two-tail	1	
t Critical two-tail	2.0638986	

Based on the help of the existing EXCEL Application and presented in the table above and known significant values of $1 > 0.05$, it can be concluded that H_0 is accepted and H_a is rejected.

a. Manangement of *Post-tes* data analysis

Based on the data above, then the Post-test data will be calculated or analyzed with a formula (average score), with the aim of knowing the average score of students.

$$X = \frac{1.889}{25} = 75,56$$

a. *Post-test* data normality

This Normality Test is carried out in order to test the normality of a data. In this study, data normality was tested with the lilifors method using the help of the EXCEL application. Here is a normality test on student Post-test data.

Tabel 4.8. *Post-test* data normality test

No	X	Z	F(z)	S(z)	F(z) - S(z)
1	70	-3.1630	0.0008	0.04	0.0392
2	74	-0.8875	0.1874	0.08	0.1074
3	74	-0.8875	0.1874	0.12	0.0674
4	75	-0.3186	0.3750	0.16	0.2150
5	75	-0.3186	0.3750	0.2	0.1750
6	75	-0.3186	0.3750	0.24	0.1350
7	75	-0.3186	0.3750	0.28	0.0950
8	75	-0.3186	0.3750	0.32	0.0550
9	75	-0.3186	0.3750	0.36	0.0150
10	75	-0.3186	0.3750	0.4	0.0250
11	75	-0.3186	0.3750	0.44	0.0650
12	75	-0.3186	0.3750	0.48	0.1050
13	75	-0.3186	0.3750	0.52	0.1450
14	75	-0.3186	0.3750	0.56	0.1850
15	75	-0.3186	0.3750	0.6	0.2250
16	75	-0.3186	0.3750	0.64	0.2650

17	76	0.2503	0.5988	0.68	0.0812
18	76	0.2503	0.5988	0.72	0.1212
19	77	0.8192	0.7937	0.76	0.0337
20	77	0.8192	0.7937	0.8	0.0063
21	78	1.3881	0.9174	0.84	0.0774
22	78	1.3881	0.9174	0.88	0.0374
23	78	1.3881	0.9174	0.92	0.0026
24	78	1.3881	0.9174	0.96	0.0426
25	78	1.3881	0.9174	1	0.0826

source: Data Post-test siswa sma negeri 2 lhoknga

Average : 75.56

Standar deviation : 1.75784

Maximal : 78

Minimal : 70

Range : 8

T count : 0.2650

T tabel : 0.180

Based on the results of the normality test on post-test data using the help of the existing EXCEL Application and presented in the table above and known significant values of $0.2650 > 0.05$, it can be concluded that H_a is accepted or normal distributed data.

Based on the Pre-test and Post-test assessments in the experimental class above, it can be seen that the average pre-test score of the experimental class is 57.6 and the average result of the Pots-test is 75.56 which means the application of the SQ3R method to improve students' reading comprehension develops as expected as the average score in the experimental class is 75.56

b. *Post-test* data hypothesis testing

Hypothesis testing is an action taken by researchers in testing the correctness of temporary conjectures by researchers in the study. Therefore, hypotheses can sometimes also turn into truth or vice versa can collapse the truth. Test the hypothesis in this study using t-Test Paired Two Sample for Means. Here is a hypothesis test of students' *Post-test* data.

Tabel 4.9. *Post-test* data hypothesis testing

t-Test: Paired Two Sample for Means		
	<i>Skor</i>	<i>SK – B</i>
Mean	75.56	0
Variance	3.09	0
Observations	25	25
Pearson Correlation	0.8329	
Hypothesized Mean Difference	75.56	
Df	24	
t Stat	0	
P(T<=t) one-tail	0.5	
t Critical one-tail	1.71088208	
P(T<=t) two-tail	1	
t Critical two-tail	2.06389856	

Source: Data post-test siswa sam negeri 2 lhoknga

Based on the results of hypothesis testing on *post-test* data using the existing EXCEL application which has been presented in the table above and it known that the significant value is $1 > 0,05$ it can be concluded that H_0 is accepted H_a is rejected.

4.2. Discussion

This research was conducted at SMA Negeri 2 Lhoknga, Aceh Besar, Aceh. This study was conducted with the aim to see the application of the SQ3R method to improve students' reading comprehension at SMA Negeri 2 Lhoknga. And the sample used in this study was an experimental class, namely class XI Science where the class had 25 students consisting of 12 male students and 13 female students. The results obtained were obtained from data in the form of observation sheets. From the observation sheet, the results are used to determine the improvement of reading comprehension to students. The results of research calculations before being given Pre-test treatment were obtained 57.6 and the results of research calculations after being given Post-test / treatment obtained an average value of 75.56. It can be seen from these results, that the application of the method can provide an increase in students' reading comprehension by 17.96%.

Student reading comprehension can be developed with various types of learning models, one of which uses the SQ3R method. The SQ3R method is a learning model that uses a reading strategy by assigning students to read learning material carefully (Suyanto, 2009). The problem that is often faced in the learning process is the activeness of students in deepening existing concepts related to lack of teaching. The SQ3R method aims to make readers active in facing reading and can find the main idea and important details that support the main idea (Soedarso, 2010). Through this method, the reader can capture other ideas implied in the

reading. Thus, applying the SQ3R cooperative model can help students improve students' reading comprehension.

From the results of research conducted in the experimental class at SME Negeri 2 Lhoknga for six meetings, students' reading comprehension has improved well, why is this because it can be seen from the value of the initial condition before being given Pre-test treatment, the results of research calculations obtained an average value of 57.6 and the results of research calculations after being given Post-test treatment obtained an average value of 75.56. The results of observations during the learning process in the experimental class can be seen through the following table:

Tabel 4.10. Average Scores of Student Learning Outcomes Pre-test and Post-test Experimental class

No	Stages	Experiment Class
1	<i>Pre-test</i>	57,6
2	<i>Post-test</i>	75,56

Source :Data SMA Negeri 2 Lhoknga

The table above explains that the initial pre-test score was 57.6 and the final post-test score was 75.56, so the increase in students' reading comprehension increased by 17.96%. The results of the analysis above show that the application of the SQ3R learning method can improve students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGESSTION

5.1. Conclusions

Based on the management of research data, it can be concluded that the application of the SQ3R method in improving students' reading comprehension in Science Class XI SMA Negeri 2 Lhoknga, Aceh Besar. This can be seen from the results of research that has been done previously showing that based on the table it can be seen that the calculation of Pre-test results, obtained an average value of 57.6 and a significant value of 0.2469, and from the results of Post-test calculations of 75.56 and a significant value of 0.2650. then H_0 is rejected and H_a is accepted or the data is distributed normally. Based on the results of the calculation data above, it can be concluded that the average score that has been achieved by Class XI science students of SMA Negeri 2 Lhoknga is included in the very good category.

5.2. Sugestions

Some suggestions from this study addressed to teachers, students and researchers in the learning process of reading comprehension can be detailed as follows:

1. For the teacher

The selection of the right teaching methods and techniques can make the teaching and learning process not only run well but also interesting and fun. Teachers can use several methods in teaching reading, one of which is the SQ3R method. The SQ3R method is helpful in teaching reading

comprehension. SQ3R also provides different methods of reading textbooks that will most likely improve students' ability to understand and remember the material, making it good to apply in the classroom. Therefore, it is advisable for teachers to apply in their classes.

2. For the students

Students should have to read a lot of text because by reading a lot their understanding will increase and will help students understand the reading text easily and can increase their understanding. Students must be active, creative and participate in learning well to gain competence and skills.

3. For other researchers

Other researchers can use the results of this study as a starting point to conduct research with different student conditions. This research is similar to the population and different characteristics may be carried out in the future.

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1. Documentation Distribution of Pretest question sheets



1. Treatment Dokumentation



2. Treatment Documentation



3. Documentation Distribution of Posttest question sheets



4. School environmental documentation SMA Negeri 2 Lhoknga





PRETEST QUESTION

Bacalah cuplikan teks eksposisi berikut untuk menjawab pertanyaan nomor 1 dan 2!

In medicine, obesity is known as a major factor causing heart disease. As a result of being overweight, the heart works harder. If the heart works too hard, this is obviously very dangerous for health. Heart attacks can also occur. In addition, obesity can also increase cholesterol and blood pressure. High cholesterol and blood pressure can cause blood vessels to rupture so that what is referred to as a stroke can occur. Not only the problem of heart attack and stroke, obesity can also increase the amount of sugar in the blood. This uncontrolled amount of sugar can lead to a health disorder we know as diabetes.

1. Based on the location of the main sentence, the paragraph belongs to the type of paragraph...

- A. Inductive
- B. Deductive
- C. Mixtures
- D. Comparisons
- E. Statements

2. The conclusion of the paragraph is...

- A. Obesity is known as a major factor causing heart, high cholesterol and blood pressure, and diabetes.
- B. Uncontrolled amounts of blood sugar can lead to a health disorder we know as diabetes.
- C. In the world of medicine is known the existence of obesity that can cause disease.
- D. Overweight leads to the emergence of dangerous diseases.
- E. High cholesterol and blood pressure can cause blood vessels to rupture

3. Pay attention to the following exposition text!

Meanwhile, books are a source of knowledge, such as the mottos "book windows of knowledge" and "read books, open the world". By reading books, we will gain knowledge. Therefore, literacy activities can improve lives. For this reason, efforts to increase interest in reading need to be supported continuously so that people's living standards increase.

The main idea of the paragraph is...

- A. Reading can improve lives.
- B. By reading books, we will gain knowledge.
- C. Efforts to increase interest in reading need to be supported so that people's living standards increase.
- D. Books are sources of knowledge, such as the mottos "book window of knowledge" and "read books, open the world".
- E. Reading books can make us smart

4. Pay attention to the following paragraph of exposition!

Do you know what are the things that can cause bone loss and how to overcome them? Bone loss is still a bone problem that often occurs, especially in the elderly.

The above paragraph is one of the structures of the exposition text, namely...

- A. Discussion
- B. Remarks
- C. Conclusions
- D. General statements
- E. Statements

5. Character education is very important for teenagers to help them towards positivity. The positive character of adolescents triggers positive changes in the country as well. Juveniles are the heirs of the country in the future. If it has qualified teenagers then the country will be qualified as well.

The paragraph uses a development pattern...

- A. Inductive
- B. Deductive
- C. Illustration
- D. Comparison
- E. Statement

6. Read the following exposition text carefully

The green can serve to maintain healthy skin naturally. This is because green tea contains substances that can protect our skin from UV. So indirectly, if we consume green tea, it is the same as we are preventing skin cancer. In addition, green tea is also proven to be able to make our facial skin not quickly wrinkled.

Which is the main idea of the paragaraf above?

- A. Green tea can serve to maintain healthy skin.
- B. Green tea contains substances that can protect the skin from exposure to UV rays
- C. Green tea is able to keep us from cancer skin disease
- D. Green tea is also proven to be able to make our facial skin not quickly wrinkle
- E. Green tea is good for consumption

7. Drug abuse is very dangerous for the health of the human body. In addition to having an effect that makes users addicted, high doses of drug users can also cause death for users. Each type of drug has different effects that cause the heart rate to beat faster than normal, even worse causing death due to overdose.

The main idea of the above paragraph is...

- A. Drug abuse is very dangerous for health.
- B. Drugs have an effect that makes users addicted.
- C. Drug use can cause death.
- D. Each type of drug has a different effect
- E. Some cause the heartbeat to beat faster than normal.

Read the following text carefully to answer questions 8,9 and 10

I firmly believe that mobile phones are necessary. My reason for this belief is that these phones are convenient for business people who travel a lot, and they are practical for emergencies. To begin with, a cell phone is required in case of emergency. For example, if you fall down the stairs in a building and are seriously injured and can't reach a pay phone, you can use it. Or, if your car breaks down in the middle of the night in a strange neighborhood, it would be dangerous to leave it to look for a public phone booth. My other main reason is that mobile phones are convenient for business people. For example, if you're out of state or even abroad and you have to contact a client to do some important work, it's helpful to have one to use. By using a mobile phone, important information can be received. People can't stay in the office all day waiting for the phone to ring. Some people have to go and do the work or they will go out of business. You can even send faxes or messages and use the internet with your mobile phone. In

conclusion, I believe that mobile phones have now become an important part of everyday life. Instant communication will ensure that information can be passed on at the push of a button. Whether this pertains to business or personal information or emergencies, it shows that they are needed in the new millennium.

8. How many reasons are used to support the author's opinion?

- A. One reason
- B. Two reasons
- C. Three reasons
- D. Four reasons
- E. Five reasons

9. Why is mobile phone so convenient for business people?

- A. They can contact clients
- B. They can do some important work
- C. They can receive some important information
- D. They can send any amount of data and surf the Internet
- E. They can run the business by staying inside and outside the office

10. What is the main idea of the second paragraph?

- A. Excess cellular phones during emergencies
- B. Solutions to do if your car breaks down
- C. The danger of leaving cell phones in the car
- D. Differences between cell phones and pay phones
- E. Equipment needed include neighbor

LEMBAR JAWABAN PRETEST

NAME :

CLASS :

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

LEMBAR JAWABAN PROSTEST

NAME :

CLASS :

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E



PEMERINTAH ACEH
DINAS PENDIDIKAN
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DAN KABUPATEN ACEH BESAR

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REKOMENDASI

Nomor: 421.3/G.1/4139/2023

Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar dengan ini memberikan Rekomendasi kepada

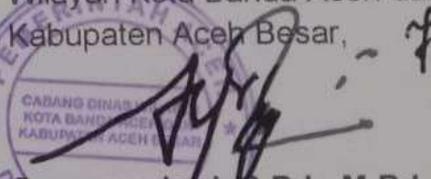
Nama : Nonong Afriani
NIM : 1911060061
Program Studi : S1 Pendidikan Bahasa Inggris

untuk melakukan penelitian dalam rangka penyusunan Skripsi berjudul *The Application of the (SQ3R) Survey, Question, Read, Recite, and Review to Improve Student Reading Comprehention at SMA Negeri 2 Lhoknga* di SMA Negeri 2 Lhoknga, sesuai dengan surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena Nomor 4022/131013/F1/KM/X/2023 tanggal 21 November 2023.

Surat Rekomendasi ini dibuat untuk digunakan sebagaimana mestinya.

23 November 2023

Kepala Cabang Dinas Pendidikan
Wilayah Kota Banda Aceh dan
Kabupaten Aceh Besar,


CABANG DINAS
KOTA BANDA ACEH
KABUPATEN ACEH BESAR

Syarwan Joni, S.Pd., M.Pd.
Pembina Tingkat I
NIP 197305051998031008



PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 2 LHOKNGA

Jalan. T. Umar Km. 11 Lamgaboh Kecamatan. Lhoknga Aceh Besar Kode Pos 23353
Email : smanegeri2lhoknga@gmail.com

SURAT KETERANGAN
Nomor: 422/144/2023

Yang bertanda tangan dibawah ini, Kepala SMA Negeri 2 Lhoknga dengan ini menerangkan bahwa:

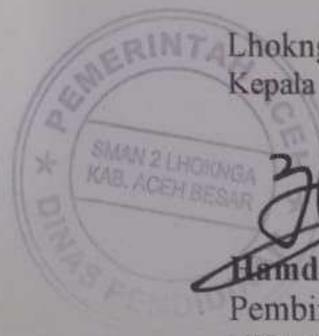
Nama : Nonong Afriani
NIM : 1911060061
Fakultas : FKIP
Prodi : Pendidikan Bahasa Inggris
Pada Universitas Bina Bangsa Getsempena
Nomor Surat Tugas : 4022/131013/F1/KM/X/2023

Telah melakukan penelitian mengenai "THE APPLICATION OF THE (SQ3R) SURVEY QUESTION ,READ, RECITE ,AND REVIEW TO IMPROVE STUDENTS READING COMPREHENTION AT SMA NEGERI 2 LHOKNGA ", pada tanggal 28 November 2023 di SMA Negeri 2 Lhoknga .

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Lhoknga, 03 Oktober 2022

Kepala Sekolah,



Hamdany, S.Pd

Pembina Utama Muda

NIP. 197111071994121001

Nomor : ~~4613~~/131013/Fl/KM/X/2023

Lampiran : -

Hal : *Izin Melaksanakan Penelitian Skripsi*

Kepada Yth,

Kepala Cabang Dinas Wilayah Pendidikan dan Kebudayaan Kota Banda Aceh dan Aceh Besar
Di
Tempat

Dengan hormat,

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) mengharapkan bantuan Bapak/Tbu agar sudi kiranya memberi izin kepada yang namanya tersebut di bawah ini :

Nama : Nonong Afriani

NIM : 1911060061

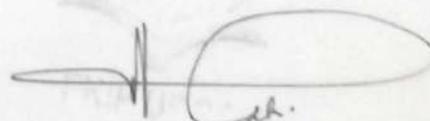
Program Studi : SI Pendidikan Bahasa Inggris

Untuk mengumpulkan data-data di SMA Negeri 2 Lhoknga dalam rangka penyusunan skripsi yang berjudul :

“The Application of The (SQ3R) Survey, Question, Read, Recite, and Review to Improve Students Reading Comprehention At SMA Negeri 2 Lhoknga”.

Atas pemberian izin dan bantuan Bapak/Tbu kami ucapkan terimakasih.

Banda Aceh, 21 Nopember 2023
Plt. Dekan FKIP,



Dr. Rita Novita, M.Pd
NIDN: 1312049101

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
NOMOR: 3769/131013/F1/SK/XI/2023

Tentang

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi bagi mahasiswa, perlu diberikan secara kontinue dan intensif.
b. Bahwa untuk keperluan tersebut perlu ditunjuk Dosen Pembimbing Skripsi dan ditetapkan dengan surat keputusan.
- Mengingat : a. Surat Edaran Dikti No. 298/D/T/1986, tanggal 10 Februari 1986 tentang proses dan bimbingan Skripsi/Karya Tulis Akhir Mahasiswa.
b. Rapat standar bimbingan Skripsi Universitas Bina Bangsa Getsempena Tanggal 19 April 2021.
c. Buku Pedoman Penulisan Karya Tulis Ilmiah Program Pendidikan Sarjana (S-1) pada Universitas Bina Bangsa Getsempena tahun 2010.
d. Hasil Seminar Proposal Skripsi tanggal 30 October 2023 pada Program Studi S1 Pendidikan Bahasa Inggris

MEMUTUSKAN

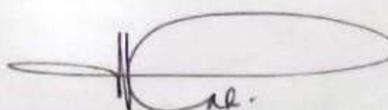
- Menetapkan :
Pertama : Menunjuk Saudara/i :
Mulyadi Syahputra, M.Pd Sebagai Pembimbing I
Riska Marlisa Aini, M.Pd Sebagai Pembimbing II

Untuk membimbing skripsi mahasiswa

Nama/NIM : **Nonong Afriani / 1911060061**
Program Studi : S1 Pendidikan Bahasa Inggris
Judul Skripsi : The Application of the (SQ3R) Survey, Question, Read, Recite, And Review to Improve Student Reading Comprehention At SMA Negeri 2 Lhoknga

- Kedua : Dengan Ketentuan:
1. Bimbingan harus dilaksanakan dengan kontinue dan penuh rasa tanggung jawab dan harus sudah selesai selambat-lambatnya 6 Bulan terhitung sejak Surat Keputusan ini dikeluarkan.
2. Surat Keputusan ini mulai berlaku sejak tanggal ditetapkan.
3. Surat Keputusan ini akan diperbaiki kembali sebagaimana mestinya, jika dalam penetapan ini terdapat kekeliruan.

Ditetapkan di : Banda Aceh
Pada Tanggal : Senin, 06 November 2023
Plt. Dekan FKIP,


Dr. Rita Novita, M.Pd
NIDN: 0101118701

DAFTAR RIWAYAT HIDUP

Nama : Nonong Afriani
NIM : 1911060061
Falkultas/jurusan : FKIP/Pendidikan Bahasa Inggris (PBI)
Tempat/Tanggal Lahir: TapakTuan/13 April 2000
Alamat : Darussalam, Jl. Utama Rukoh
Jenis Kelamin : Perempuan
Agama : Islam
Pekerjaan : Mahasiswa

RIWAYAT PENDIDIKAN:

SD : SD Negeri 2 Ladang Rimba
SMP : SMP Negeri 1 Seubadeh, Bakongan Timur
SMA : SMA Negeri 1 Seubadeh, Bakongan Timur
Perguruan Tinggi : Universitas Bina Bangsa Getsempena (UBBG)

DATA ORANG TUA :

Nama Ayah : M. Nasir
Nama Ibu : Marziah
Alamat : Desa, Seubadeh, Bakongan Timur
Pekerjaan : Petani

Banda Aceh, 20 Desember 2024

Penulis

Nonong Afriani