

**THE EFFECT OF USING SQ6R (SURVEY, QUESTION,
READ, RECORD, RECITE, REVIEW, REFLECT,
RESHAPE) STRATEGY TOWARD READING
COMPREHENSION OF THE FIRST
YEAR STUDENTS AT SMA N 1
TEMPULING DISTRICT
INHIL REGENCY**



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1434 H/2013 M**

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for Getting Bachelor Degree of Education
(S.Pd.)



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Pekanbaru, February, 2012

The Writer,

NUR' AISYAH

ABSTRAK

Nur'Aisyah (2012) : Efektifitas Strategi SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) pada Pemahaman Membaca Siswa Kelas Satu SMA N 1 Tempuling.

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa sulit memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Maka dari itu penulis tertarik mengadakan penelitian tentang masalah tersebut.

Tujuan utama dari penelitian ini adalah untuk mencari apakah ada perbedaan yang signifikan antara pemahaman membaca siswa yang diajarkan dengan memakai strategi SQ6R dengan pemahaman membaca siswa yang diajarkan dengan memakai strategi biasa. Penulis menggunakan dua kelas sebagai sampel yang terdiri dari 30 orang siswa. Kelas pertama sebagai experimental dan kelas kedua sebagai control. Kelas experiment diajar dengan menggunakan strategi SQ6R dan kelas control diajar dengan menggunakan strategi biasa. Teknik pengumpulan data adalah tes. Tes digunakan untuk mengumpulkan data tentang pemahaman membaca siswa. Teknik analisa data menggunakan rumus T-test dalam rangka untuk mengetahui perbedaan nilai rata rata antara kelas experiment dan kelas control dengan menggunakan SPSS versi 16. Nilai yang diperoleh dibandingkan dengan T-table dengan mempertimbangkan degree of freedom(df).

Berdasarkan analisa data, penulis mendapatkan bahwa ada efek yang signifikan antara pemahaman membaca siswa yang diajarkan dengan memakai SQ6R strategi dengan pemahaman membaca siswa yang diajarkan dengan memakai strategi biasa. Jadi, dapat disimpulkan bahwa ada efek yang signifikan atas penggunaan strategi SQ6R terhadap pemahaman membaca siswa di kelas satu SMA N 1 Tempuling. Bahwa, penggunaan strategi SQ6R memberikan efek yang lebih baik terhadap pemahaman membaca siswa SMA N 1 Tempuling.

ABSTRACT

Nur'Aisyah (2012) : The Effect of Using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) Strategy toward Reading Comprehension of the First Year Students at SMA N 1 Tempuling.

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts in their text book at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text, so the writer was interested in carrying out the research about this problem.

The main focus of the research is to find out whether there is significant effect between students' reading comprehension taught by SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy and students' reading comprehension taught by using conventional strategy. The writer used two classes as sample consist of 30 students. The first class was as experimental and the second was as control. Experimental class taught by SQ6R strategy and control class taught by using conventional strategy. The technique of data collecting was test. Test was used in order to collect the data of students' reading comprehension at the first year of SMA N 1 Tempuling. The technique of data analysis used T-test formula in order to find out the difference of students' mean score between experimental class and control class by using SPSS16 version. The students' score was compared with T-table which considered with degree of freedom (df).

Based on the data analysis, the writer found that there is significant effect between students' reading comprehension taught by SQ6R strategy and students' reading comprehension taught by using conventional strategy. So, it can be concluded that there is significant effect of using SQ6R strategy toward reading comprehension at the first year students of SMA N1 Tempuling. It means that, using SQ6R strategy has given a better effect for students' reading comprehension at the first year students of SMA N 1 Tempuling.

نور أيثياه (2012): فعالية استراتيجية SQ6R (Survey, Questions, Read, Record, Recite, Review, Reflect, Reshape) في فهم القراءة لطلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية 1 تيمفولينغ.

تأسس تعليم القراءة بالمدرسة المتوسطة العالية الحكومية 1 تيمفولينغ على نهج الفهم الإنجليزية. تهدف الدراسة لمعرفة سواء الطلاب الذين يدرسون استراتيجية SQ6R (Survey, Questions, Read, Record, Recite, Review, Reflect, Reshape) حصلوا على النتيجة ا الطلاب الذين يدرسون على نهج الفهم المؤسس على الأسئلة.

ينقسم الطلاب في هذه الدراسة إلى قسمين هما الفرقة التجربة و الفصل الضبط. المعاملة على هذه الفرقتين، يدرس الطلاب في الفصل التجربة بأستراتيجية SQ6R (Survey, Questions, Read, Record, Recite, Review, Reflect, Reshape) و يدرس الطلاب في الفرقة الضبط بدون هذه الأستراتيجية. 8 . تجمع البيانات من الجلسات بواسطة الاختبار عن فهم القراءة في الفرقة التجربة و الفصل الضبط في أول الجلسة و في آخرها. تتكون أدوات هذه الدراسة من 20 سؤالاً عن الفهم في القراءة. الدليل عن الفهم في القراءة. ثم لاحظت الباحثة مصداقية الأدوات باستخدام تحليل الحصول من التمرين باستخدام صيغة هويت.

ثم لبيانات سواء كانت الفرضية مقبولة أي مرفوضة استخدمت الدراسة تحليل ت الاختبار. تحسب الصيغة باستخدام البرنامج الحاسوبي س ف س س. فصل تدل على الفرق البين عن فهمهم في القراءة. كان الاستنباط أساساً على حصول الفرضية، التعليم باستخدام SQ6R (Survey, Questions, Read, Record, Recite, Review, Reflect, Reshape) كانت فعالية في ترقية فهم الطلاب في القراءة لطلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية 1 تيمفولينغ.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the subjects of English. It is one of the main language skills that must be learned and developed by students. It is a basic tool of education every day. It is an activity with a purpose. It can help to get information. Bamford and Day say that the function of reading is to get information such as in newspapers, books, magazines etc.¹ Reading is a process of grasping the meaning of the words or the writer's idea about the topic. Furthermore, grasping here means comprehending. Comprehension or the ability is to find the meaning of what has been dominant goal of reading. Grellet definite "reading comprehension involves understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose, making judgment in evaluation."² Brown also states that reading ability will best be developed in association with writing, listening, and speaking activity. It means that in language teaching, the teacher has to teach four language skills (reading, speaking, listening, and writing)³.

¹Julian Bamford, and Richard R. Day, *Extensive Reading Activities for Teaching Language* (Cambridge:Cambridge University Press, 2004), p.2.

²Francoise Grellet, *Developing English Skill*. (Cambridge: Cambridge University Press, 1986), p. 5

³Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Fransisco, California: State University,1994), p.283

The aims of teaching reading not only make the students able to read the English texts effectively and efficiently, but also understand the explicit structure of the text and then comprehend the implicit meaning of the text. Studying English in the school is not far from the genre of the text. The aim of teaching reading is to make the students able to read the English text and respond the meaning in monologue text or essay accurately, fluently, and contextually in the form of the text such as spoof, narrative, and hortatory exposition.⁴ Reading comprehension is important skill that must be learned and developed by students. It is not an easy process. It needs long time to develop and improve their reading comprehension. Reading comprehension is not only a process of knowing the meaning of the words semantically, but also a process of catching the idea of the text whether it is stated or not.

SMA N 1 Tempuling uses school based curriculum (KTSP) as the guide of English as process of learning. It is located in Tempuling, Indragiri Hilir. Many subjects are taught in this school. English is also taught as a main subject. English has been taught twice a week with duration 45 minutes for one-hour-learning process. In teaching learning process, the student have been taught many vocabularies, grammar, and genre of English text in order to make them master reading skill as one of the important skills in English. Reading in English is also supplemented in this school. The students are demanded to fill the score of KKM. The score of KKM is 60. According the syllabus 2009-2010 at the first year of one semester, they are required to

⁴ *Syllabus* of SMAN 1Tempuling 2009/2010. Unpublished.p.24

understand narrative text. Based on the standard competition, the students can understand the meaning in simple short transactional and simple short essay with narrative text for interaction in daily life. The teacher has taught English by using many strategies. They also teach well, but the students still find difficulties to understand about reading comprehension. The students are not only having understanding the structure of the texts but also comprehending the meaning of text implicitly. Since English is not our first language, many students still face difficulties in gathering and comprehending the ideas of reading passage. In addition, the students also cannot find the topic in paragraph text and feel difficult to get information.

By looking this problem, the writer found some problems as follows:

1. Some of the students are not able to understand the topic well
2. Some of the students cannot find main idea in the paragraph text
3. Some of the students cannot find the topic in the paragraph of text
4. Some of the students are not able to get information from the text

The writer assumes that some of the students' difficulties in comprehending the reading text can be caused by the uninteresting teaching strategy that has been used by the teacher. It means, the teacher should make the students motivated. Actually, there is a good strategy to increase reading skill, in identifying main idea, certain information, and topic in the text. The strategy that is able to stimulate the students to improve their reading comprehension is SQ6R strategy. SQ6R is primarily intended for reading

materials that the individual is having difficult understanding. The SQ6R strategy helps students understand the information in reading text.⁵

SQ6R expands Robinson's original approach, is to help students in monitoring their comprehension, generating and answering questions, using graphic organizers, analyzing text structure, and reflecting on their learning.⁶ SQ6R is a good strategy to use to find the main idea in each paragraph of a reading assignment. Using this strategy will help you comprehend the information contained in your assignment. Each of the letters in SQ6R stands for a step in the strategy.

From the symptoms, the writer is interested in carrying out the research entitled: The Effect of using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) Strategy toward Reading Comprehension of the first year students at SMA N 1 Tempuling.

B. The Definition of the Term

The writer uses some specific terms in this study. In order to avoid misunderstanding and misinterpreting, the writer provides the definition of all the terms used in this study, as follows:

1. Effect; in this research is the influence that refers to the effect of SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy in improving reading comprehension at the first year students of SMA N 1Tempuling.

⁵ <http://studyskills6.wikispaces.com/SQ6R> Retrieved on June, 6, 2010. 10:25

⁶ <http://www.bcoe.org/.home/> Retrieved on April 3, 2011

2. SQ6R; in this research SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) that is a strategy to help students understand about the information in reading text, especially to find main idea. The processes are reading the text, and then examining the important word. For each sentence is written on a sheet of paper of the sentence is about. And then reread the words. Wrote for each sentence in the paragraph. Decide which sentence contains the words, describe the main idea of the paragraph. The last, write the main idea for each paragraph.
3. Reading comprehension; in this research, the comprehension means an exercise given to the students to test how well they understand the text. The students of SMA 1 Tempuling can find the main idea correctly.

C. The Problem

1. The Identification of the Problem

Based on the background and the phenomena above, it is clear that the first year students of SMA N 1 Tempuling have many problems in understanding the reading text although they have been taught by their teacher. So, to make it clear, the writer will identify the problem as follows:

- a. Some of the students not able to understand the topic well.
- b. Some of the students cannot find main idea in the paragraph.
- c. Some of the students cannot find the topic in the paragraph of text.
- d. The factors that cause most of the students unable get information from the text.

2. The Limitation of the Problem

Regarding the writer's ability, time, and finding this research, the writer needs to limit the problems. As mentioned before, this research is intended to use SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy, the writer limits the problem on the strategy used by the teacher. The writer would try a new strategy called SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy and to find out the effect of using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy toward students' reading comprehension.

3. The Formulation of the Problem

The problem of this research can be formulated in this following question:

1. How is students' reading comprehension in learning English taught by using conventional technique?
2. How is students' reading comprehension in learning English taught by SQ6R strategy?
3. Is there any significant effect of using SQ6R strategy on reading comprehension at the first year students of SMA N 1 Tempuling?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

To find out whether or not there is any significant effect of using SQ6R strategy on reading comprehension at the first year students of SMA N 1 Tempuling.

2. The Significance of the Research

This research is very important to be conducted because of some reasons, they are:

a. The Teacher

To give useful information and contribution to English teachers to encourage students' motivation in reading class and to help the teachers in managing their classroom activation especially in improving their teaching strategy.

b. The Student

To give information about the students' reading comprehension after being taught by using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy and to know how the students use SQ6R strategy when they are reading the text. SQ6R strategy is an effective way to find main idea of the text.

c. Curriculum Development

To give information and contribution to the curriculum development especially in teaching and learning English that the SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy is suitable for the teaching and learning English process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Concept of Reading Comprehension

Many experts have shared their own thoughts about the definition of reading. Bamford and Day say that the function of reading is to get information such as in newspapers, books, magazines etc¹. The ideas above are also expressed by Murni Jamal, etc

“reading is way of getting the meaning or the knowledge from the printed page such as textbooks, newspapers, magazines, and novels. Nowadays, the scope of reading media enlarged not only to printed media but also by using Internet”.²

Michael F. Graves et.al say that reading is process in which the reader searches the meaning in what she read³.

From the definition above, the writer concludes that reading is a process grasping the meaning of the words or the writer’s idea about the topic. Furthermore, grasping here means comprehending. Comprehension or the ability is to find the meaning of what has been is dominant goal reading.

Grellet defines “reading comprehension involves understanding of words, seeing the relationship among words and concepts, organizing the

¹Julian Bamford, and Richard R. Day, *Extensive Reading Activities for Teaching Language* (Cambridge: Cambridge University Press, 2004), p.2.

² Murni Jamal, et.al, *Improving Reading Skill in English* (Jakarta: Kencana, 2006) p. 51

³ Michael F. Graves. *Teaching Reading the 21ST Century* (Cambridge : A Person Education Company 2001)p.2

ideas, recognizing the author's purpose, making judgment in evaluation.⁴ Anderson et al in Janette K. Klinger said that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency⁵. William Grabe in Jack C. Richards and Willy A. Renandya read for comprehension is raising the readers awareness of main idea in the text and exploring the organization of the text.⁶ Anderson et.al say that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Among the ideas above, the writer agrees with Grellet's idea that reading comprehension involves understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose, making judgment in evaluation. Reading is an important skill of English learning that should be developed by the foreign language learners. Besides lexical knowledge, grammatical, cultural meaning, connection between sentence, paragraph structure and the organization of word, the effective reading must have the strict purpose.

Good comprehension happens when the readers are aware of the main ideas and are able to explore the organization of the text. Writer

⁴ Françoise Grellet. Loc. Cit

⁵ Janette K. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties* (London: Guildford Press, 2007), p.2

⁶ Jack C. Richards, and Willy A Renandya, *Methodology in Language Teaching, an Anthology of Current Practice.* (Cambridge University Press 2001), p. 277

defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Nell K Duke and P. David Person⁷, say that comprehension entails three elements: (1) The *reader* who is doing the comprehending, (2) The *text* that is to be comprehended, and (3) The *activity* in which comprehension is a part.

Based on the explanation above, in this study the writer is interested to build up student's motivation and interest in learning English by using SQ6R strategy and want to see the effect of using SQ6R strategy toward reading comprehension achievements. It is impossible for the students to understand the text if he or she has no interest and motivation in learning process.

a. The Reader

The process of reading comprehension has been grounded in studies of good readers. A great deal about what good readers do when they read:

- 1) Good readers are *active* readers.
- 2) From the outset they have clear *goals* in mind for their reading.

They constantly *evaluate* whether the text, and their reading of it, is meeting their goals.

⁷ Nell K. Duke, and P. David Person, *Effective Practices for Developing Reading Comprehension* (2002). Retrieved on 22 January 2011 from <http://www.scholastic.red.com>

- 3) Good readers typically *look over* the text before they read, noting such things as the *structure* of the text and text sections that might be most relevant to their reading goals.
- 4) As they read, good readers frequently *make predictions* about what is to come.
- 5) They read *selectively*, continually making decisions about their reading—what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- 6) Good readers *construct, revise, and question* the meanings they make as they read.
- 7) Good readers try to determine the meaning of *unfamiliar words and concepts* in the text, and they deal with inconsistencies or gaps as needed. They draw from, compare, and *integrate their prior knowledge* with material in the text.
- 8) They think about the *authors* of the text, their style, beliefs, intentions, historical milieu, and so on.
- 9) They *monitor their understanding* of the text, making adjustments in their reading as necessary.
- 10) They *evaluate the text's quality and value*, and react to the text in a range of ways, both intellectually and emotionally.
- 11) Good readers *read different kinds of text differently*.
- 12) When reading narrative, good readers attend closely to the setting and characters.

- 13) When reading expository text, these readers frequently construct and revise summaries of what they have read.
- 14) For good readers, text processing occurs not only during “reading” as we have traditionally
- 15) Defined it, but also during short breaks taken during reading, even after the “reading” itself has commenced, even after the “reading” has ceased.
- 16) Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both *satisfying and productive*.

b. The Text

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension.

The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrase complex sentences.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged.

c. The Reading Activity

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to precede the text at hand, and the consequences of performing the activity. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity.

In English curriculum for senior high school, there are five purposes of reading.

They are:

- 1) Finding the factual information. It requires reader to scan specific details. According to Bamford and Day say that the function of reading is to get information such as in newspapers, books, magazines etc⁸.

⁸ Julian Bamford, and Richard R. Day. Loc. Cit

- 2) Finding main idea. Reading is concerned with meaning to a greater extent than it is with form. An efficient reader not only understands the ideas but also the relative significance as expressed by the writer.
- 3) Finding the meaning of vocabulary in context. It means that the reader could develop this guessing ability to the word, which is not familiar with him, by relating the close meaning of unfamiliar words to the text and the topic of the paragraph of sentence that is read.
- 4) Identify the reference. The author uses words or phrases.
- 5) Making the inference from reading text. Inference is a skill where the reader has to able to read between the lines.

Those purposes are aimed at increasing the students' motivation in learning reading comprehension. Besides that, it gives both the teachers and learners a graph of being done. Furthermore, it keeps the students on track and reminds the teacher of way to prompt appropriate reaction and activities.

Harris and Smith state that there are five factors of reading comprehension⁹. There are:

- a. Background Experience

In reading activity, by having background experience the pupil will be easy to comprehend the reading text.

⁹A. Larry Haris, and Smith B Carl, *Reading Instruction* (New York: New York Press 1986), p.48

b. Language Ability

In the process of reading comprehension, language ability is important. One must have basic knowledge of English language such as syntax, semantic, etc. in order to read a reading text.

c. Thinking Abilities

Thinking is a basic component of comprehension, when we read a book we have to see relationship, make comparison, follow sequence of events and engage in any number of similar mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

d. Affection

Effective factors are important to comprehension educators who are increasingly recognizing that the students' interest, motivations, attitudes, beliefs and feeling are important factors that cannot be taken for granted or ignored in educational process.

e. Reading Purpose

The purposes of reading are important. The purpose may help some students focus on a key issue and result better understanding and important aspect of the story.

In conclusion, reading comprehension means basic of the component person to be active in involving skill, knowledge, and understanding of words, seeing the relationship among words and concept, and organizing the ideas.

2. The Technique and Strategy of Reading Process

The aim of teaching reading is to make students become the effective and efficient readers. In order to get the target, the teacher needs to use a comprehensive strategy lesson. Comprehension strategy lessons are lactic or procedures which effective reader utilizes to interact with the written text, and to understand this writing on a literal, inferential, critical, and creative level. Joy Janzen in Jack Richard and Willy A Renandia say that:

- a. Strategies help to improve reading comprehension as well as efficiency in reading
- b. By using strategies, students will be reading in the way the expert reader do
- c. Strategies help readers to proceed the text actively to monitor their comprehension and to connect what they are reading to their own knowledge and to other parts of the text.¹⁰

There are many teaching techniques and strategies that can be employed in teaching reading comprehension such as questioning strategy, REDW strategy, SQ6R strategy and discussing group. It is the teacher to select and use the suitable techniques and strategy for their classroom. Many factors are involved in making it successful and acceptable such as the atmosphere of learning environment and the condition of place and also students' condition.

¹⁰Jack Richard and Willy A Renandya, op.cit p. 289

In teaching learning process in the classroom, the reading comprehension is divided into three phases where each phase has different role and activity. Pre reading activities or previewing has function to guide students to the next stages regarding students' background knowledge with the text. While reading activities develop the students' reading skill by doing some activities or exercise related to the text. Post reading or reviewing is the follow up of previous activities by summarizing what the student has got.

3. SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) Strategy.

SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) is a strategy to help students to get information. SQ6R is usually used for textbooks or other material that the individual cannot understand even though the individual has attempted to understand the information by reading the material very slowly and carefully.

SQ6R is primarily intended for reading materials that the individual is having difficulty in understanding. The use of SQ6R strategy is to help students understand the information in reading comprehension. This reading strategy is primarily intended for reading materials that the individual is having difficulty in understanding. As a result, SQ6R is usually used for textbooks or other materials that the individual cannot understand even though the individual has attempted to understand the information by reading the material very slowly and carefully.

The reading technique SQ6R suggested by Frances Robinson is the efficient technique¹¹ (Soedarso,2002:59) this technique consist of eight separate steps. They are:

1) Survey

Students scan the prior text, noting titles headings, illustrations and graphics, and skimming first and last paragraph – all is to help them anticipate content and develop a mental framework for the ideas they will learn the text.

2) Question

Students develop questions about what they will read, either by turning the heading into question or by reading any chapter review question and considering possible answer. These questions guide their reading and act as their reading goal purpose.

3) Read

Students read the passage, actively searching for information that will answer their questions.

4) Record

Using their preferred note-taking method or graphic organizer, students record main ideas, concepts and details that answer the question.

¹¹ Robinson,Frances. (1970) *Effective study*. New York: Harper & (online)

5) Recite

Students revisit the question they raised earlier and deliberately attempt to answer them by rehearsing aloud what they learned.

6) Review

Students summarize their learning in a manner that captures not only the passage's main idea but also the relationship among those ideas, re-reading portions of the text to clarify any ambiguous thinking.

7) Reflect

Students extend refine what they have learned, analyzing its personal and academic relevance. They evaluate their learning process, considering whether the questions they posed and the notes they took helped them truly that focuses on and learn the key points.

8) Reshape

Students transform text information through personal expression. This might take the form of a self-test, a poster, a graphic organizer, or a written synthesis of what they have learned.

B. The Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation in this the research. Syafi'I says operational concepts are derived from related theoretical concepts on all of variables that should be

practically and empirically operated in an academic writing of a research paper.¹²

In order to clarify the theories used in this research, the research would like to explain briefly about variable of this research. This research is an experimental research in which focuses gaining the effect using SQ6R strategy toward reading comprehension at the first year students of SMA N 1 Tempuling. Therefore, in analyzing the problems in this research, there are two variables used, they are variable X and variable Y. SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy is as variable X that gives the effect on students' reading comprehension as variable Y.

The indicators that will be compared are about the students' reading comprehension before and after being taught by SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy. The indicators are as follows:

Variable X: The SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy

1. The students read text or passage well.
2. The students identify the important words of the text.
3. The students decide the best idea after read.
4. The students find main idea of the text.

¹² M. Syafi'i. (2007). *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. Pekanbaru; LBSI

5. The students write the main idea well.
6. The students answer the question well.
7. The students summarize the text.
8. The students evaluate the text.

Variable Y: Reading Comprehension

1. The students are able to comprehend the reading text.
2. The students are able to answer the question related to the text.
3. The students are able to grasp the meaning of vocabulary in context available in the reading texts correctly.
4. The students are able to make inferences from reading texts.
5. The students are able to find out the main idea.
6. The students are able to analyze the kind of text.
7. The students are able to grasp the meaning of vocabulary in context available in the reading text

C. The Assumption And Hypothesis

1. Assumption

The writer assumes that teaching reading by using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, and Reshape) strategy can help the students in understanding the reading text.

2. Hypothesis

The hypothesis in this research is:

Ho : There is no significant effect of using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy toward the students' reading comprehension.

Ha : There is significant effect of using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy toward the students' reading comprehension.

D. Relevant Research

The research can be accepted, and continued because it is relevant with several writers that had conducted researches before. However, the researches have the same objects but they have different problems. It can be seen from the previous researcher below:

According to Kylie Baier in her research entitled "The Effect of SQ6R on Fifth Grade Students' Comprehension Levels". In this research, she found that, the reading strategy SQ6R is systematic strategy that can be used to aid students in comprehending expository materials. The result of the study indicated that SQ6R significantly improved fifth grade students' overall comprehension scores of expository text. It is recommended that teachers as well as administrator recognize the importance of reading strategies and educate students and parents on possible strategies that can be used to improve comprehension.

Another study was written by Kristina Hedberg in her research, she focussed on A Using SQ6R Strategy with Fourth Grade Esol Students of Deer Park Elementary School, Fairfax Public School in Centreville, Virginia. The researcher is the school's Esol teacher who support approximately forty five second language speakers in grades 1-6. The following is a seven step process investigating a topic of interest to the researcher, using a triangulated data collection plan. The teacher researcher was show evidence of how the direct instruction of the SQ6R learning strategy helped improve the students' comprehension and retention of social studies content material.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The research was designed systematically in order to analyze the data of the respondents of the research on their students' reading comprehension. The type of this research was experimental research. Suharsimi Arikunto states that the experimental method is a method of research that causes and effects relationship between two factors made by researcher by eliminating the other factors that can disturb its. The design of this research was experimental research design, which used the group pretest -posttest design. In conducting this research, one class of the first year students of SMAN 1 Tempuling was involved. The students were administrated by giving pretest at the begining to know their abilities in reading comprehension. At the midle, they were be given the different treatement. At the end, they were given posttest. In brief, the research was designed by the following table.

Table III.1
Research Design

Class	N	Pretest	Treatment	Posttest
Control	30	Comprehension Question based	CLT	Reading comprehension test
Experiment	30	Comprehension Question based	(SQ6R)	Reading comprehension test

B. The Location and time of the Research

The research was conducted at the first year of SMA N 1 Tempuling, Tempuling District Indragiri Hilir Regency. This research was conducted from April to May 2012.

C. The Subject and Object of the Research

The subject of this research was the first year students of SMA N 1 Tempuling, while the object of this research was reading comprehension toward SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy.

D. The Population and Sample

The Population of this research was the first year students of SMA N 1 Tempuling. They consisted of four classes; X.1, X.2, X3 and X.4 all of them were 120 students. Sample was a sub group of the population. In terms of finding the sample for this research, the writer orientated to Arikunto who states that:

- 1). If the population is under 100, the writer can take all of them
- 2). If the population is more than 100, the writer can take 10% to 15% or 20% to 25% as a sample¹.

In this research, the writer used total random sampling; all of the population was taken to be sample. It can be seen in the following table:

¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), p. 134

Table III.2: Description of Population and Sample

No	Class	Population	Sample
1.	X.1	30	10
2.	X.2	30	10
3.	X.3	30	10
4	X.4	30	10
Total		120	40

E. The Technique of the Data Collection

The writer used test in order to find out whether there is or no significant of the use of SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy to increase students' reading comprehension. The test consisted of pre-test and pos-test. The test was done by giving students a passage to answer the questions. The instrument was considered of 20 reading comprehension question. If a student answers all the items of the test correctly, his or her score was 100. The test item had been made based on the indicators of reading comprehension achievement as stated in operational concept.

TABLE III.3
The Blue Print of SQ6R

Indicators	Number of Items
1. The students read text well	1, 6, 11
2. The students identify the important words	2, 7, 12
3. The students decide the best idea after read	3, 8, 13
4. The students find main idea	4, 9, 14
5. The students write the main idea well	5, 10
6. The students answer the question well	16, 17
7. The students summarize the text	18, 19
8. The students evaluate the text	15, 20

TABLE III.4
The Blue Print of Reading Comprehension

Indicators	Number of Items
1. The students are able to comprehend the reading text	1, 6, 11,
2. The students are able to answer the question related to the text	2, 7, 12,
3. The students are able to grasp the meaning of vocabulary in context that is available in the reading texts correctly.	3, 8, 13
4. The students are able to make inferences from reading texts.	17, 16
5. The students are able to find out the main idea	4, 9, 14,
6. The students are able to analyze the kind of text	5, 10, 15,
7. The student are able to grasp the meaning of vocabulary in context that is available in the reading text	18, 19, 20

1. Instrument

To check the validity and the reliability of the test, the researcher gave the students test materials that they never read them before.

a. Testing Validity of the Test

Validity is the degree to which a test measures what it is supposed to be measured. In this research, instrument validity included content validity, construct validity, and item analysis. Content validity is the degree to which test measure an intended content area. It requires both items validity and sampling validity. Item validity is concerned with whether the test items are relevant to the intended content area and sampling validity is concerned with how well the test sample represent the total content area.

b. Test Reliability

Instrument reliability was analyzed by using hoyt's formula. The following are the steps of hoyt's formula analysis as suggested by Arikunto.²

Step 1. The sum of respondents' square:

$$\begin{aligned}
 JK_{(r)} &= \frac{\sum X_i^2}{k} - \frac{(\sum X_i)^2}{(k \times N)} \\
 &= \frac{6270}{20} - \frac{(432)^2}{(20 \times 30)} \\
 &= \frac{6270}{20} - \frac{186.624}{600} \\
 &= 313,5 - 311,04 \\
 &= 2,46
 \end{aligned}$$

Where

$JK_{(r)}$ = the sum of respondent square

² Suharsimi, Arikunto. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Rineka Cipta : Jakarta. 191

k = the sum of item

N = the sum of respondent

X_i = total square of each respondent

Step 2 the sum of the item square:

$$\begin{aligned}
 JK_{(b)} &= \frac{\sum B^2}{N} - \frac{(\sum B_t)^2}{k \times N} \\
 &= \frac{9625}{30} - \frac{(432)^2}{20 \times 30} \\
 &= \frac{9625}{30} - \frac{186.624}{600} \\
 &= 320,833 - 311,04 \\
 &= 9,793
 \end{aligned}$$

Where

$JK_{(b)}$ = the sum of item square

$\sum B^2$ = the sum of all correct item square

$\left(\sum B_t\right)^2$ = the square of total score

Step 3. The sum of the total square:

$$\begin{aligned}
 JK_{(t)} &= \frac{(\sum B)(\sum S)}{(\sum B) + (\sum S)} \\
 &= \frac{(432 \times 168)}{432 + 168}
 \end{aligned}$$

$$= \frac{72.576}{600}$$

$$= 120,96$$

Where

JK (t) = the sum of total square

B = the sum of correct items

S = the sum of wrong items

Step 4. The sum of the test square:

$$JK (s) = JK (t) - JK (r) - JK (b)$$

$$= 120,96 - 2,46 - 9,793$$

$$= 118,5 - 9,793$$

$$= 108,707$$

Step 5. using F table to find out the respondent variance and the rest variance. It needs the formula of d.b. (degree of freedom).

d.b = the number of N of each variance. 1

Variance =

$$\text{d.b. total} = (k \times N) - 1$$

$$\text{d.b. respondent} = N - 1$$

$$\text{d.b items} = k - 1$$

$$\text{d.b rest} = \text{d.b. total} - \text{d.b respondent} - \text{d.b item}$$

Sum of Variance	Total of quadrate	d.b	Variance
Respondent	2,46	29	$\frac{2,46}{29} = 0,0848$
items	9,793	19	$\frac{9,793}{19} = 0,5154$
Rest	108,707	551	$\frac{108,707}{551} = 0,1973$
Total	120,96	599	

$$\begin{aligned} \text{d.b total} &= (k \times N) - 1 \\ &= (20 \times 30) - 1 \\ &= 599 \end{aligned}$$

$$\begin{aligned} \text{d.b respondent} &= N - 1 \\ &= 30 - 1 \\ &= 29 \end{aligned}$$

$$\begin{aligned} \text{d.b item} &= N - 1 \\ &= 20 - 1 \\ &= 19 \end{aligned}$$

$$\begin{aligned} \text{d.b rest} &= \text{d.b total} - \text{respondent} - \text{d.b butir} \\ &= 599 - 29 - 19 \\ &= 551 \end{aligned}$$

Step 6. using the hoyt's formula.

$$\begin{aligned} r_{11} &= 1 - \frac{V_s}{V_r} \\ &= 1 - \frac{0,1973}{0,0848} \\ &= 1 - 2,327 \\ &= -1,327 \end{aligned}$$

Where

r_{11} = the reliability of the whole items

V_s = the variance of respondent

V_r = the variance of the test

c. Index of difficulty

Before the test items would be used to get the data, all of them would be tried out. This try out was intended to know the facility of value of the test. The facility value itself was used to find out the level of difficulty of the standard facility value that was used was 0.30 and 0.70³. The item that could not fulfill the standard value was replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy.

In order to measure whether the items were easy or difficult, the researcher used the formula suggested by Holton. The formula is as follow;

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

$$FN = \frac{5.6}{30} = 0.18 \text{ (for pre-test)}$$

$$FN = \frac{7.1}{30} = 0.23 \text{ (for post-test)}$$

Where

³ J.B Heaton, *Writing English Language Test Foreign Language Teacher*, (USA: New York, 1975), p.178

FV = difficult level

R = the number of correct answer

N = the number of student

2. Application of SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy.

Each class had different treatment; experimental group was treated by SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy and other was not. The treatment had been given for eight meetings.

a. The Treatment of the Experiment Group

- 1) Firstly, the teacher gives a reading material of the lesson to the students. Then, the student read the text.
- 2) Next, the student examines the statement on the material. As mentioned above, the students skim and scan through the paragraph while identifying every sentence what the article states.
- 3) The student decides the sentence which contains the main idea of the paragraph known to be the topic sentence, while the other words that the student has written down are words that comprise the supporting sentences and details that complete the main idea.
- 4) Finally the student writes the main idea of each paragraph.

b. The Treatment of the Control Group

1. Firstly, the teacher explains the genre of the text, which will be used reading material of the lesson, and usually pre teaches any new vocabulary.
2. Next, the students are divided into some groups. The teacher instructs a member of a group to read aloud one paragraph of the text. The teacher corrects the students' pronunciation mistakes.
3. The teacher chooses a member of another group to read aloud the next paragraph of the text. This activity is repeated until they read all paragraphs of the text.
4. The students translate the text. Then the students may use a dictionary to find the meaning of new vocabulary.
5. Next, the students are called to answer the comprehension questions. Finally, the teacher leads a class discussion on the correct answers of the question from the text.

After giving treatments for eight meetings, at the end of meeting, the researcher gave posttest to both classes. Both experimental and control classes had the same reading materials in every lesson.

F. The Technique of Data Analysis

In analyzing the data, the writer used scores of the pre-test and post test of the experimental and control group. These scores were analyzed by using statistical analysis. The different mean was analyzed by using independent sample T-test SPSS.

The following formula was T-table. It was employed to see a significant effect between the mean score of both experimental and control class. The T-obtained value was consulted with the value of t-Table as degree of freedom.

Statistically hypothesis:

$$H_0 = t_0 < t_{table}$$

$$H_a = t_0 < t_{table}$$

Criteria of hypothesis:

1. H_0 is an accepted if $t_0 < t_{table}$. It can be said that there is no significant effect of reading comprehension between the students taught by using strategy.
2. H_a is accepted if $t_0 < t_{table}$. It can be said that there is significant effect of reading comprehension between the students taught by using strategy.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

This chapter discussed the research findings. The discussion was focused to answer of the research questions. As mentioned before, the findings were collected from reading comprehension test and the data were calculated by using Microsoft office excel and SPSS for windows.

A. Data Presentation

1. Description of the Research Variable

This research consisted of two variables; they were X, teaching using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy, and Y was students' reading Comprehension at the First year Students of SMA N 1 Tempuling. Therefore, X was an independent variable and Y was a dependent variable.

2. Data Presentation of Reading Comprehension Result

The purpose of this research was to obtain the students' reading comprehension which were taught by using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy and without using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape), and to know the significant effect between the students' reading comprehension who were taught by using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) and those who were taught

without using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape).

The total Sample taken consisted of 60 students from each classes they were XI X2 X3. From each class took 10 students by using random sampling method, until getting 30 students, put in control group. The same thing was also done get experiment group. Before done the treatment, each group was given pretest. This was to know the students' basic capability in reading comprehension. The writer asked students to look for main idea of the text what they had read. The text used was the same for the both group. The result of pre test between two groups and than it was compared, it was found that there was no the different ability of the student in reading comprehension between control group and experimental group. Then, the writer gave treatments to experimental group for eight meetings by using SQ6R Strategy.

After giving treatments to experimental group, the writer gave one type question as used in pre-test to test students' reading comprehension for their post-test at experimental group. Every student had different answers about text what they had read. *The totals of pre-test and post-test in both groups were significantly different.* The total score of control group was 3430 while the highest was 75 and the lowest was 35. *The total score of the experimental group was 3730 while the highest score was 85 and the lowest was 40.*

There were thirty students as sample in the control group. The researcher had gathered the data in form of scores (quantitative data). The scores were interpreted as the students' reading comprehension achievement before giving treatment and students' reading comprehension achievement after giving treatment. The results of the tests can be seen at the enclosure page and tables.

Table IV. 1

The Score of Students Reading Comprehension Control Group

No	Criteria	Score	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Good	80 – 100	0	0	0	0
2	Average to good	60 – 79	8	27	21	70
3	Poor to Average	50 – 59	13	43	9	30
4	Poor	0 – 49	9	30	0	0
Total			30	100	30	100

As seen from the table above, table IV.I shows there are the different between Control group and Experimental group. At group control when pretest showed that student's ability in reading comprehension usually have well enough criteria that is 43%. Whereas at Control group when posttest we can see there are the increase ability in reading comprehensions. It can be showed from the higher percentage in the result that is 70% (Table IV.I).

Table IV. 2
The Score of Students Reading Comprehension Experiments Group

No	Criteria	Score	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Good	80 – 100	0	0	7	23
2	Average to good	60 – 79	8	27	23	77
3	Poor to Average	50 – 59	13	43	0	0
4	Poor	0 – 49	9	30	0	0
Total			30	100	30	100

Table IV.II shows that students that have ability in reading comprehension usually have well enough criteria that is 70%. While at Control group when posttest it showed there are the increase of ability in reading comprehension. It can be showed from the higher percentage at this research they are 77% students who have ability in reading comprehension with good criteria. With the treatment (SQ6R) gives more understandings to students in learning English.

3. Data Analysis

As mentioned before, in order to analyze whether the hypothesis was accepted or rejected, the researcher used t-Test formula. The data analysis of t-Test formula described whether the hypothesis was accepted or rejected. If the t-calculated was the same or less the critical value of t-table, so the null hypothesis was accepted. However, if the value of the t-calculated was bigger than t-table, it means the alternative hypothesis was accepted.

To do that, in the beginning, the researcher strived to see was there any significant effect on students' reading comprehension between students' in experimental group and control group. As the result, the condition of the experimental group and control group before the treatments were given to the classes that showed that there was no significant effect of result on students' reading comprehension.

The effect of using SQ6R can be seen based on the comparison scores from control group and experiment group when pretest and posttest. The result from the research showed that there were different scores between control group and experiment group (showed on appendix). The distribution score of statistics by using SPSS 16 showed the effect between teaching using SQ6R strategy and without using SQ6R strategy at pretest and posttest. The result can be seen on the IV.

Table IV. 3
The Statistics

	Pretest		Posttest	
	Control group	Experiment group	Control group	Experiment group
Valid	30	30	30	30
Mean	52.00	51.67	62.33	72.67
Median	52.50	50.00	60.00	72.50
Mode	55.00	50.00	60.00 ^a	75.00 ^a
Std. Deviation	8.05	7.47	7.28	6.91
Variance	64.83	55.75	52.99	47.82
Range	30	25	25	25
Minimum	35	40	50	60
Maximum	65	65	75	85
Sum	1560	1550	1870	2180

Based on the table above, we can interpret that mean score of pretest on control group is 52.00, median is 52.50, mode is 55.00, standard deviation is 8.05, variance is 64.82, range is 30, minimum is 35, maximum is 65 and sum is 1560. While pretest on experiment group that mean is 51.67, median is 50.00, mode is 50.00, standard deviation is 7.47, variance is 55.75, range is 25, minimum is 40, maximum is 65 and sum is 1550. The result showed that there is no different score between control group and experiment group in pretest. This thing is presumable because the methodology of teaching is using strategy in general ways.

The table above shows, that there is effect of using SQ6R strategy in teaching English. It can be seen from the mean score of posttest on control group that mean is 62.33, median is 60.00, mode is 60.00^a, standard deviation is 7.28, variance is 52.98, range is 25, minimum is 50, maximum is 75 and sum is 1870. While posttest on experiment group is mean 72.67, median is 72.50, mode is 75.00^a, standard deviation is 6.91, variance is 47.81, range is 25, minimum is 60, maximum is 85 and sum is 2180. The scores showed that teaching using SQ6R strategy helped students in learning English.

Frequency Table

Table IV. 4
Control Group

		Frequency	Valid Percent
Valid	65	3	10.0
	60	5	16.7
	55	7	23.3
	50	6	20.0
	45	5	16.7
	40	3	10.0
	35	1	3.3
Total		30	100.0

From table IV.4 can be seen that the higher frequency of score is 55, with frequency 7. It can be showed from the higher percentage that is 23.3%.

Table IV.5
Experiment Group

		Frequency	Valid Percent
Valid	65	2	6.7
	60	5	16.7
	55	8	26.7
	50	5	16.7
	45	4	13.3
	40	6	20
Total		30	100

If it was compared with the result of pretest at experimental group (table IV. 5), we can get that the higher score that is 55 with frequency 8. That can be shown from the higher frequency that is 26.7%. The both comparison is not really different that it is presumable because the student's ability is homogenous.

B. Hypothesis Testing

Table IV. 6

Paired Samples Statistics

Pretest		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control Group	52.0000	30	8.05156	1.47001
	Experiment group	51.6667	30	7.46640	1.36317

The table IV.6 shows that, the mean paired samples statistics pretest on control group of is 52.0000 and the std. deviation is 8.05156. Mean of experiment group is 51.6667, and std. deviation is 7.4664.

Table IV. 7

Paired Samples Statistics

Posttest		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control group	62.3333	30	7.27932	1.32902
	Experiment group	72.6667	30	6.91492	1.26249

The table IV.7 show that the mean paired samples statistics posttest on control group is 62.3333 and the std. deviation is 7.27932. Mean of experiment group is 72.6667, and std. deviation is 6.91492.

Table. IV. 8

Paired Samples Correlation

Pretest		N	Correlation	Sig.
Pair 1	Control group & Experiment group	30	.272	.145

Table. IV. 8

Paired Samples Correlation

Posttest		N	Correlation	Sig.
Pair 1	Control group & Experiment group	30	.540	.002

Table. IV. 9
Paired Samples Statistics

Pretest		Paired Differences					t	df	Sig. (2tail ed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	control group - experi ment group	.33333	9.37102	1.71091	-3.16586	3.83253	.195	29	.847

Then the t- calculated was compared to the t-table. Before comparing it, the researcher counted the degrees of freedom (df). As seen in the above table, the df is 22. Then the researcher looked for the critical value of df=22 in the t-table. It was found in the t-table that $t_{ts.5\%} = 2.05$ and $t_{ts1\%} = 2.77$ so the researcher could know t_0 was bigger than t_t ; is that:

$$2.05 < 0.195 > 2.77$$

As conclusion, there was no significant effect of result on students' reading comprehension before giving treatments between experimental and control class.

Finally, the researcher strived to answer the last research question, "Is there any significant effect on students' reading comprehension achievement between students who were taught by using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy and who were taught by using comprehension question-based as measured by the post-test at the first year students of SMA N 1 Tempuling".

Table. IV. 10
Paired Samples Statistics

Posttest		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	control group - experiment group	-1.03333 E1	6.81445	1.24414	-12.87789	-7.78877	8.306	29	.000

From the data analysis of result above, the researcher could make interpretation to the null hypothesis. To see the significant effect on students' reading comprehension between students who were taught by using SQ6R strategy. Firstly, the researcher counted the degrees of freedom (df). As seen in the above table, the df 29. Then the researcher looked for the critical value of df = 29 in the t-table. It was found in the t-table $t_{ts.8\%} = 2.05$ and $t_{ts1\%} = 2.77$ so the researcher could know t_0 that was bigger than t_t ; is that:

$$2.05 < 8.306 > 2.77$$

Because t_0 was bigger than t_t absolutely null hypothesis (H_0) is rejected. It means that there is a significant effect of result on students' reading comprehension achievement between teaching reading by using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy and the one by using comprehension-based questions. As conclusion, according to the result of the test, teaching reading by

using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy gives influence toward reading comprehension at the first year students of SMA N 1 Tempuling.

CHAPTER V

CONCLUSION AND SUGESTIONS

A. Conclusion

Based on the data analysis in chapter IV, it can be concluded that there is a significant difference of result between teaching reading by using SQ6R Strategy and by using conventional instruction.

What can be inferred is that in the beginning students of both experimental and control classes were almost similar in reading comprehension achievement. Best of all, however, posttest result in each research class showed the difference of averages scores on their reading comprehension. If the results are compared, the students in the experimental class had higher score than students in the control class. To conclude, students at the first year of SMA N 1 Tempuling, who were taught by using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy had better improvement on their reading comprehension than students who were taught by using conventional one (comprehension question-based).

B. Suggestion

Teaching reading by using SQ6R strategy can improve students' reading comprehension. Based on the finding, the researcher proposes some suggestion. They are:

1. It is suggested to English teachers to teach reading by using SQ6R (Survey, Question, Read, Record, Recite, Review, Reflect, Reshape) strategy
2. The students' time to read English text at school is not enough, it is a good idea for the teachers to ask the students to practice reading comprehension strategies that they have learned in SQ6R
3. It is suggested to the following researchers to explore other factors that can affect better improvement on reading comprehension.