

**THE EFFECT OF USING SQRQCQ METHOD ON THE STUDENTS'  
ACHIEVEMENT IN READING COMPREHENSION**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

**By**

**MEGA LARASATI**  
**1402050116**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
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2018**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
Web site : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Mega Larasati  
N.P.M : 1402050116  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using SQRQCQ Method on The Students' Achievement in Reading Comprehension

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Ketua Program Studi  
Pendidikan Bahasa Inggris

**Mandra Saragih, S.Pd, M.Hum.**



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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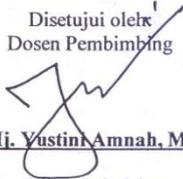
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Nama Lengkap : Mega Larasati  
N.P.M : 1402050116  
Program Studi : Pendidikan Bahasa Inggris  
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Achievement in Reading Comprehension

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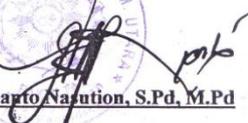
Medan, Maret 2018

Disetujui oleh  
Dosen Pembimbing

  
Dra. Hj. Yustini Amnah, M.Hum

Diketahui oleh:

Dekan

  
Dr. Elfrianto Nasution, S.Pd, M.Pd

Ketua Program Studi

  
Mandra Saragih, S.Pd, M.Hum





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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I  
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, 03 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Mega Larasati  
NPM : 1402050116  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using SQRQCQ Method on the Students' Achievement in Reading Comprehension

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Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd.)

PANITIA PELAKSANA

Ketua,

Sekretaris,

Dr. Elfrianto Nasution, S.Pd., M.Pd.

Dra. Hj. Svamsuwarnita, M.Pd.

ANGGOTA PENGUJI:

1. Pirman Ginting, S.Pd., M.Hum.
2. Rini Ekayati, S.S., M.A.
3. Dra. Hj. Yustini Amnah, M.Hum.

1.

2.

3.

## ABSTRACT

**Larasati, Mega. 1402050116. "The Effect of Using SQRQCQ Method on the Students' Achievement in Reading Comprehension". Skripsi: English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2018.**

The objective of this research was to find out the effect of using SQRQCQ method on the students' achievement in reading comprehension. The research design was experimental design. This research was conducted at SMP Swasta Bandung, jalan Pengabdian No. 72 Desa Bandar Setia. The population of this research was the VIII grade students of the academic year 2017/2018. There were 3 classess consisting 65 students. The sample consisted of 40 students was taken by using random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 20 students taught by using SQRQCQ method and the control group consisted of 20 students by using direct method. Multiple choice test was used as the instrument. Each group was given a pre-test, treatment and post-test. The result of this research showed that t-test 8.54 was higher than t-table 2.042 and degree of freedom (df) was 30. The final hyphothesis showed that Ho was rejected and Ha was accepted. It means that there was a significant effect of using SQRQCQ method on the students' achievement in reading narrative text.

*Keywords : SQRQCQ method, Reading Comprehension, Narrative Text*

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Hopefully the findings of this research are expected to be useful for those who read this research and interested to the topic. Finally, the researcher realizes that this study is still far from being perfect. So, she expects suggestion and comments from all the readers or other researcher who want to learn about this study.

Medan, April 2018  
The Researcher

**Mega Larasati**  
**NPM. 1402050116**

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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

Reading is one of the skills, which has to be learned and is considered as the most important one because it can influence other language skill (listening, speaking, and writing). Reading is not only focusing on the printed word, but also reading has some meaning that should be known by everyone especially for the students. According to Farrell (2009) reading is not passive, but it involves the reader in active interaction with the text. It means that reading is not passive but rather an active process, involving the reader in interaction with the text. Furthermore, reading constantly involves guessing, predicting, checking, and comprehending.

Teaching reading comprehension at school is aimed at improving students reading ability to comprehend reading text. Reading comprehension is important for the students of English as foreign language. By reading comprehension the students can also increase their vocabulary and grammar mastery. And then the students can understand contents of the reading and from the reading the students can get more information. So, the good reading skill of the students can determine the students' successful in their academic because their academic knowledge are gained through the reading. Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how students trigger knowledge outside the text/message. In reading comprehension, there are four levels of

comprehension: literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

Based on observations of the researcher during teaching practice programme (PPL) at the VIII grade YP. SMP SWASTA BANDUNG of the academic year 2017/2018, at Jl. Pengabdian No. 72 Desa Bandar Setia. There were many students that had problem in reading comprehension they were the First, students were not interested in the process teaching and learning reading. Because the teacher just asked them to read and translate the English text to Indonesian and then answer the question individually. The second many students had low vocabulary mastery, because when students were given a text to read, students did not know the meaning of simple words that exist in the text. The Third students cannot answer the question from the text. Because the students got difficulties to understand the text. They did not understand the meaning of the text. The students only looked the equation of the text with the question.

Based on the problems above the researcher used SQRQCQ method, which is SQRQCQ (Survey, Question, Re-read, Question, Construct, Question) Method. SQRQCQ (Survey, Question, Re-read, Question, Construct, Question) is one of the problem-solving process learning strategies giving the students ability to gain an understanding of a text through reading activity. SQRQCQ consists of six steps, namely Survey, Question, Read, Question, Construct, and, Question; it was developed by Fay and a variation of Polya's four-step process. In the SQRQCQ process, the survey was done through quick reading on the problems to

comprehend the problem in general; question, ask to determine the questions asked; read, reread the problem to identify linkages between information. Heidema (2009) states SQRQCQ can help the students focus on a process to decide what problem is asking, what information is needed, and what approach to use in solving the problem. So, using SQRQCQ method makes the students easier to catch the meaning of the text they have read. This method was suitable and effective method to help students solve their problem.

Thus, based on the description above the researcher conducted the research Entitle: **The Effect of SQRQCQ Method on the Students' Achievement in Reading Comprehension.**

## **B. Identification of the Problems**

Based on the background above, the problems were formulated as follows:

1. The students were lack of vocabulary because students did not know the meaning of word.
2. The students have less interesting in English, they are difficult understand to comprehend reading text, especially narrative text.

## **C. The Scope and Limitation**

The scope of this research focused on reading comprehension and the limitation of this research was Narrative text by using SQRQCQ (Survey, Question, Re-read, Construct, Question) Method.

#### **D. Formulation of the Study**

Based on the identification on the study above, the problem is formulated as follows: “Is there any significant effect of using SQRQCQ (Survey, Question, Re-read, Question, Construct, Question) Method on the Students’ achievement in reading comprehension?”

#### **E. The Objectives of the Study**

Based on the problems above, the objective of study was to find out the significant the effect of using SQRQCQ (Survey, Question, Re-read, Question, Construct, Question) Method in reading comprehension.

#### **F. The Significance of the Study**

##### a. Theoretical:

This research was given information about SQRQCQ (Survey, Question, Re-read, Question, Construct, Question) Method to improve students’ achievement in reading comprehension through SQRQCQ Method.

##### b. Practical:

1. The English teachers, it can be used as one of the way method which is suitable for teaching reading process.
2. For students, to assist them in improving and comprehending their reading skill.
3. The researches, this study is also useful as reference, for anyone who gets the problem in reading comprehension.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In concluding a research theories are need to explain some concepts and terms applied in research concern. The concept must be clarified to avoid confusion among the readers by quoting some expert view from some books in related fields. The concepts will lead to be a better analysis of the variables taken because they will help the research to limit the scope of the problem. The following concepts are used in this research.

#### **1. Reading**

Reading is a process to obtain information or knowledge that use eye sensory from something written. Nunan (2003:68) says “Reading is a fluent benefit of this strategy process of readers combining information from a text and their own background knowledge to build meaning”. This indicates that the reader can build a sense of the information which read. In other words, Linse (2005:69) states that reading is a set of skill that involves making sense and deriving meaning from printed word. It stated that reading skill which makes understanding from the written text by the reader.

Brown (2004) states that the types of reading. In this case of reading, variety of performance is derived from more the multiplicity of types of the text

than from the variety of event types of performance. Never the less, several types of reading performance are typically identified as follows:

a. Perceptive

Perceptive reading task involved attending to the components of larger stretches of discourse: letters, word, punctuation and other grapheme, symbols. Bottom-up processing is applied.

b. Selective

In order to know one's reading cognitive of lexical, grammatical, or discourse features of language within a very short story, selective reading is applied.

c. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in psycholinguistics sense, interact with the text. Reading is a process of negotiating meaning; the reader brings the text a set of schemata for understanding it and takes in the product of interaction.

d. Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

## **2. Comprehension**

Suharsimi states that comprehension is how one defends, differentiates, estimates, explains, extends, summarizes, generalizes, gives examples, rewrites, and estimates

According SuharsimiArikunto (1995: 115) understanding (comprehension) students are required to prove that he understands a simple relationship between facts or concepts. According Nana Sudjana (1992: 24) understanding can be divided into three categories, among others:

1. The lowest level understands the translation, starting from translating in the true sense, interpreting the principles,
2. The second level is the understanding of interpretation, that is, connecting the lowest parts with the next known, or connecting with events, distinguishing the principal from the non-essential, and
3. The third level is the highest level of understanding of extrapolation.

### **3. Reading Comprehension**

Yudy Willis (2008: 128) said that to comprehend text, the reader must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their long-term memories. Beginning comprehension instruction builds on children's linguistic, conceptual knowledge and includes explicit instruction on strategies such as summarizing, predicting, and self-monitoring for understanding. Additional comprehension skills that must be taught and practiced include assessing and connecting with students' background knowledge, pre-teaching of new vocabulary, clarification of key concepts, linking to prior knowledge and personal relevance, instruction in strategies, teacher-guided and student-centered discussions about the content,

previewing, predicting, summarizing, selecting main ideas, self-monitoring, and teacher feedback for understanding.

#### **4. Level of Reading Comprehension**

Level of comprehension refers to the degree in which a reader can be categorized as good as poor reader, proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieved. According to Brown (2004) states that there are four levels of comprehension, there are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

##### **a. Literal Comprehension**

Literal comprehension included the process to take in ideas or understanding the ideas and information explicitly in the passage. The basic of literal comprehension is recognizing stated main ideas, details, cause, effect and sequence. Mastering of the basic literal comprehension can be done through understanding the vocabulary, sentence meaning and paragraph meaning. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what is actually said.

##### **b. Interpretative Comprehension**

Interpretative comprehension refers to the ability to go beyond what is stated directly, to understand what the researcher means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that interpretative comprehension is the ability to

get inference or implied meaning from the text, understand of ideas and information not explicitly stated in passage.

#### c. Critical Comprehension

The critical comprehension is the ability to make analysis, evaluation and personally reacting about the ideas of information the researcher offers in a passage. The critical comprehension must be active reader, questioning, searching for fact, and suspending judgment until students considered all of the materials.

#### d. Creative Comprehension

Creative comprehension refers to the ability of the reader to use his/her imagination when reading the passage. Skill for creative reading comprehension includes the understanding cause-effect relationship on a story solving problem and producing the creation.

So, from these explanations above was concluded that all four levels of reading comprehension were important and need to be foster for the readers. These levels of comprehension are important, but in this research the researcher only focus on the one levels, namely was interpretative comprehension.

### **5. SQRQCQ (Survey, Question, Re-read, Question, Construct, Question) Method**

SQRQCQ is one of the problem-solving process learning methods giving the students ability to gain a holistic understanding through reading activities. From the acronym SQRQCQ, there are six steps in this strategy. The first is

survey. The second is question. The next is reread. The fourth is question. The fifth is construct. And the last step is question. Heidema (2009) states SQRQCQ can help the students focus on a process to decide what problem is asking, what information is needed, and what approach to use in solving the problem. It also asks students to reflect on what they are doing to solve the problem, on their understanding, and on the reasonableness of a solution.

### **5.1 The Advantages of SQRQCQ Method**

The Advantages of SQRQCQ Method are students can improve students' reading comprehension. It helps student to ask effective questions as they read and respond to the text. Students get thinking creatively and work cooperatively when uses higher level thinking skills. It helps students to think about the text they are reading.

### **5.2 The Disadvantages of SQRQCQ Method**

For students who have a hard time thinking beyond the text, this will be a challenging task and will require a lot of time to apply to their own readings. These students need consistent practice in determining the type of thinking the text is requiring them to do.

## 6. The Procedure of Applying SQRQCQ Method

**Table 2.1**  
**Table of Applying SQRQCQ Method**

<b>Teacher</b>	<b>Students</b>
1. Teacher guided the students and attendance list then introduce the lesson.	1. The students listened to the teacher.
2. The teacher gave pre test.	2. The students did the pre test
3. The teacher collected the students' answer sheet	3. The students gave the answer sheet.
4. The teacher introduced SQRQCQ method.	4. The Students listened
5. The teacher showed a picture to survey whether students know about the picture.	5. The students saw the picture and thought about the picture
6. And then the teacher gave question about the picture.	6. The Students answered the question.
7. The teacher shown narrative text that related with the picture.	7. The students read the text.
8. The teacher asked about the text to find the keyword of	

<p>the text.</p> <p>9. Teacher asked the students to re-read the text.</p> <p>10. The teacher gave explanation about the narrative text.</p> <p>11. After explanation, teacher made the group of consist 5-6 students. And then asked one of group the students to read text has provided by teacher.</p> <p>12. And then the other group asked to give the correct answer.</p> <p>13. The teacher asked the students to make sure that if they understood.</p> <p>14. The teacher gave explanation and evaluated the lesson.</p>	<p>8. The students found the keyword</p> <p>9. The students re-read the text</p> <p>10. The Students listened to the teacher.</p> <p>11. The Students did the direction.</p> <p>12. The students gave the correct answer.</p> <p>13. Students gave response for the lesson.</p> <p>14. Students listened to the teacher</p>
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### **7. Direct Method.**

Direct method is not new. Its principle has been applied by language teachers for many years. Most recently, it was revised as a method when the goal of instruction became learning how to use a foreign language to communicate.

The term direct method refers to the teaching of languages without resorting to translation and without using native language. The basic premise of the direct method was that second language learning should be more like first language learning. The method was include lots of oral interaction, spontaneous use of language, no translation between first and second language, and little or no analysis of grammar rules. So, Direct Method is the method that is used in teaching a language by using the target language without going through the translation to the native language.

According to Mora that the lesson taught by the direct method begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with action. The mother tongue is never used and there is no translation. The preferred type of exercise is a series of question in the target language based on the dialogue or an anecdotal narrative and questions are answered in the target language.

### **7.1 The Advantages of Direct Method.**

First the students are motivated to understand and pronounce words or sentences in foreign language that thought by the teacher, especially when the teacher uses media. Second, the students get more experience in speaking foreign language even only simple sentences at first. And then the students are trained to speak in foreign language well.

## 7.2 The disadvantages of Direct Method

The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different. Teaching and learning process will be passive if the teacher cannot motivate the students to participate the class discussion. It is hard to apply in Indonesia since several teachers in Indonesia are not expert in speaking English.

## 8. The Procedure of Applying Direct method

**Table 2.2**  
**Table of Applying SQRQCQ Method**

Teacher	Students
1. Teacher greets students to open the class and teacher asks students to Prayer. 2. Teacher checked students' attendance list Teacher gave the material about narrative text. 3. Teacher gave explanations about narrative text. 4. Teacher gave narrative text and	1. Students listen teacher when opened the class and students prayed together before study. 2. Students listened teacher when checked attendancelist. 3. Students listened teacher explanations aboutnarrativetext.

<p>the students read the text.</p> <p>5. Teacher gave test based on the text.</p> <p>6. Teacher asked students to answer question, if the students finished answering question, teacher asked students to exchange result answer question with another friend.</p> <p>7. Teacher asked students to correct answer from their friends.</p> <p>8. Teacher and students made a conclusion about narrative text in the end of lesson.</p> <p>9. Teacher asked students Prayer.</p> <p>10. The teacher closed the meeting with sayhamdallah.</p>	<p>4. Students read the text.</p> <p>5. Students read question.</p> <p>6. Students answered the question and students to exchange result answer question with another friend.</p> <p>7. Students correct answer from their friends.</p> <p>8. Students made a conclusion about narrative text in the end of lesson.</p> <p>9. Students prayed together</p> <p>10. Students saidhamdallah.</p>
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## 9. Narrative Text

In this research, the researcher focused in a narrative text. So, Narrative text is used in this research the object where the level of comprehension is put. And it is also as assessment of product in teaching treatment. Therefore a clear the theory in narrative text needed in avoid the ambiguity. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. It is social function to tell stories or past events and entertain the reader. For the details, Pardiyono (2007: 95) states as followed:

a. Communicative purpose: narration is a kind of text which tells about activities or event in the past. It is often in showing problematic experience and resolution which aimed to amuse or give moral lesson readers.

b. Rhetorical Structure:

c. Orientation: contains the topic of activity or event which is unordinary to be told. It must be interested and it has to be able to provoke readers to know furthers the detailed of the text.

d. Sequence of Event: it details about activities or events which are problematic and arranged orderly from introduction, conflict until climax. It usually uses sequence markers: first, second, third, etc. Or first, after that, next, finally, etc.

Resolution: it contains exposure about problem solving.

1) Code: (optimal) contains moral lesson.

- 2) Grammatical Patterns: This text uses verb in the form of past tense, past perfect tense, past continuous tense. The using of verb of doing in predicate such as “runs out, when, got, etc.” This described activities. There is also the using of adjective, subjective pronoun and conjunction.

#### The Types of Narrative Text

- a. Fable: simple fable is a story about animal which behave like human
- b. Myths: stories that are believed by some people but the stories cannot be true, it was told in an ancient culture to explain a practice, belief, or natural occurrence.
- c. Legend: it simple a story which relates to on how a place is formed
- d. Fairy tales: story which relate much which magic things
- e. Science fiction story: story which explore the science as the background or plot of the whole story
- f. Short stories: story for one or two pages
- g. Parables: story that illustrates one or more instructive lessons or principles. Parable differs from a fable.
- h. Novels: long even very long and complex story
- i. Horror story: a story with horror contents

### 9.1 Generic Structure of Narrative Text

Actually, every genre has its own characteristic in terms of rhetorical structure and textual elements; the narrative text also has its own rhetorical

structure and textual element. The rhetorical structure and textual element of narrative text consists of 1) orientation, 2) Complication, and 3) resolution.

1) Orientation: it means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term.

2) Complication: it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication.

3) Resolution: it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. Like complication, there are Major Resolution and Minor Resolution.

Example of Narrative Text

### Story of Duck and Turtle

#### Orientation

Two ducks that lived in a big lake had a friend who was a turtle. One year there was a very little rain and the lake began to dry up.

One of the ducks said to the other, "Soon, there'll be no water in this lake. Let's go and look for lake."

"Yes, answered the second duck, "But first let's say good bye to our friend, the turtle."

When they told the turtle they were going to leave, he said, "I'll die here without any water and without any friends. Take me with you."

"The ducks answered, "We can't. We are going to fly, and you have no wings."

"The turtle thought for a minute and then said, "please wait here."

Then he went away and found a strong, straight stick. He brought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you."

#### Complication

"That is dangerous," said the ducks, "if you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down along way and break your shell."

"all right," answered the turtle, "I promise not to talk while we're in the air. So the ducks took the stick and flew away, with the turtle between them."

Resolution
------------

All went well until they were flying over a town. Then some people saw them and shouted, “Look, those ducks are carrying a cat!” The turtle got very angry, “A cat? I’m not ...” he said, but he did not get any further, because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground.

## B. Previous Research

Previous study is the result of research from the researcher before. This study covers about kinds of SQRQCQ method and how SQRQCQ method can help the reader in understanding about the content of text. Here, to get and provide the originality of the research, the researcher wants to present the previous research that deals especially with SQRQCQ method.

First, previous research was done by Tita Mulyati on the IEJME — MATHEMATICS EDUCATION 2017, VOL. 12, NO. 3, 217-232 journal (2016) in the Effect of Integrating Children’s Literature and SQRQCQ Problem Solving Learning on Elementary School Students’ Mathematical Reading Comprehension Skill from Indonesia University of Education. This research involved 105 fifth

grade students in three intact classes in Bandung. The quasi experimental research with control class without pretest was done, but previously prior math knowledge test was conducted to find out the quality of each class. The research data was obtained from test on the prior knowledge in math written post test based on two mathematical texts, and each text contain four questions.

Second, previous research was done by DessyAyu (2013) in the using SQRQCQ on Mathematical Reading Texts from Institute of Teacher Training and Education PGRI Blitar. The researcher investigate that there was a significant effect of students' on mathematical reading achievement after being taught through SQRQCQ method. The result by teaching SQRQCQ method trains students to be more careful in solving the problem and assist the students focus on the process in finishing the problem required information in the text.

Third, Research was done by Kristen Rose (2015) in the effect of SQRQCQ Fourth Graders' Math Word Problem Performance from Bowling Green State University. Researcher concluded that although SQRQCQ did not show and immediate benefit in student achievement, Comprehension strategies should be explicitly in the math classroom.

### **C. Conceptual Framework**

Reading is one of the four language skills that should be learned by students because reading can get information. Knowledge and science are mostly gained from books with good comprehension and interpretation. Reading is one process of activating prior knowledge, the reader does not have prior knowledge,

and then he/ she faces many difficulties in comprehending the text. Relating to answering the text based on the contextual in reading. In teaching Narrative is one of the types of reading.

There are so many strategies will be used by teacher. SQRQCQ is one of method which is suitable to help the students to improve about their reading comprehension. By applying SQRQCQ the students can set their prediction about the text develops their thinking as they are reading a text. This strategy is also helping students to focus their attention on the purpose of reading. It can be used in fiction or non-fiction text, especially in narrative text. So, it is very helpful to create a comfortable condition in studying since the students have more opportunity to interact with others. In conclusion, by applying SQRQCQ strategy in teaching reading comprehension will have a significant improvement on the students' achievement in reading comprehension of narrative text.

#### **D. Hypothesis**

This research answer the question based on the text about whether multiple choice the effect of SQRQCQ method on the students' achievement in reading comprehension. To get the answer of question, the researcher proposes alternative hypothesis (Ha) and null hypothesis (H0) as below:

Ha : There is a significant effect of SQRQCQ method on the students' achievement in reading comprehension

Ho : There is not a significant effect of SQRQCQ method on the students' achievement in reading comprehension.

**CHAPTER III**  
**METHOD OF RESEARCH**

**A. Location and Time**

The research was conducted at YP. SMP SWASTA BANDUNG at JalanPengabdian No. 72 Desa Bandar Setia of the Academic year 2017/2018. This research was carried out to the VIII grade students of Junior High School 2017/2018 academic year. The reason the researcher has chosen this school because the skill of reading students in that school still low and poor.

**B. Population and Sample**

**1. Population**

The population of this research was taken from the eighth grade students of YP. SMP SWASTA BANDUNG at 2017/2018 academic year. Which consist of three classes, they were VIII-1 consist of 20 students, VIII-2 consist of 20 students and VIII-3 consist of 25students.So the total of population was 65 students. The numbers of population were shown in the following table.

**Table 3.1**

**Table of Population**

<b>No</b>	<b>Class</b>	<b>Population</b>
1	VIII-1	20
2	VIII-2	20
3	VIII-3	25
TOTAL		65

## 2. Sample

The samples of this research were class VIII-1 that amounted to 20 students and VIII-2 were 20 students which were taken by using random sampling. Random sampling is a sampling technique where the entire populations divide into groups. The total samples were 40 students. The numbers of sample were shown in the following table.

**Table 3.2**

**Table of Sample**

No	Class	Sample
1	VIII-1	20
2	VIII-2	20
Total		40

## C. Research Design

This research was conducted by an Experimental research. The sample of this research divided in two different groups, they were Experimental group and Control group. The Experimental group was taught by using SQRQCQ method and the Control group was taught by using direct method.

**Table 3.3**

**Method of Research**

Group	Pre test	Treatment	Post test
Experimental VIII-1	√	SQRQCQ Method	√
Control VIII-2	√	Direct Method	√

Where:

Pre-test, the function of Pre-test to know the students achievement in reading comprehension being given the treatment, the-pretest was given to both groups with the same test. In pre-test, the students were given the multiple choice test form that consists of 20 items and options (A,B,C and D). And then they answer the questions based on their understanding about reading. Then when the time was over, the answer sheet was collected. The test was given to both Experimental group and Control group.

Treatment was an action given to the students. To the Experimental groups the treatment was given by SQRQCQ method, while the control group was given by Direct Method. The treatment was done after the pre-test. Post-test, the function of post-test knows the students achievement in reading comprehension after the implementation of SQRQCQ Method and Direct Method. Both groups were given the same test. It was used to know the effect of the treatment or to find out the differences of the students score.

#### **D. Instrument of the Research**

The instrument of this research was multiple choice tests. In the test, the students read narrative text about thing and answered the questions based on the text. The material of the test was taken from student's work sheet book. Both of experimental and control groups will be given the same test for the pre-test and post-test. The test consisted of 20 items. Each correct answer was given five and

the incorrect answer was given zero. So, the total score was calculated by using formula:

$$S = \frac{R}{N} \times 100$$

S = Scoring of the test

R = Number of correct answer

N = Number of item

### **E. Technique of Collecting Data**

In collecting the data, some steps were conducted:

The First, researcher gave pre-test to Experimental group and Control group. Second, researcher collected students' answer sheet. Third, researcher gave the treatment to experimental group by using SQRQCQ method and giving the treatment to control group by using Direct Method. Fourth, researcher gave post-test to both classes, to the students in Experimental groups and Control groups. Fifth, collecting the students answer sheets. And then correcting the students answer sheets. And the last submitting students' answer sheet.

### **F. The Techniques of Analyzing Data**

The following steps are applied in analyzing the data.

a. Scoring the students answer

$$\text{Score} = \frac{\text{Total of the answer}}{\text{total of question}} \times 100\%$$

b. Listing their scores in two score tables, first the Experimental groups score and second for the Control group scores.

c. Calculating the mean of the students score by using formula:

$$\bar{X} = \frac{\sum x}{n}$$

Where:

$\bar{X}$  : Mean

$\sum x$  : Total students score

$N$  : Total students

d. Calculating deviation sample 1 (Experimental group)

a. Standard deviation of sample 1 (Experimental group):

$$S_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1-1)}}$$

b. Standard deviation of sample 2 (Control group):

$$S_2 = \sqrt{\frac{n(\sum Y_2^2) - (\sum Y_2)^2}{n_2(n_2-2)}}$$

c. T-test to decide the data is separated variants (heterogenic) or polled variants (homogeny):

$F_c = \frac{s_1^2}{s_2^2} \rightarrow$  If  $F_t < F_c$ , so the data is polled variants (homogeny).

d. The calculating correlation of product moments, according to (Sugiono,2015)

$$r_{xy} = \frac{n \sum X_i Y_i - (\sum x_i) (\sum Y_i)}{\sqrt{\{n(x_{i,2}) - (\sum x_1)^2\} \{n(Y_{i,2}) - (\sum Y_2)^2\}}}$$

e. The calculating testing the hypothesis by using T-test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left[ \frac{s_1}{\sqrt{n_1}} \right] \left[ \frac{s_2}{\sqrt{n_2}} \right]}}$$

Where:

t : t-Test

$\bar{X}_1$  : Average of Variable 1 (Experimental group)

$\bar{X}_2$  : Average of Variable 2 (Control group)

$S_1$  : Standard deviation of sample 1 (Experimental group)

$S_2$  : Standard deviation of sample 2 (Control group)

$S_2$  : Standard deviation variants of sample 1 (Experimental group) and sample 2 control group

n : Total of sample

$n_1$  : Number of cases for variable 1 (Experimental group)

$n_2$  : Number of cases for variable 2 (Control group)

$f_c$  :  $F_{count}$

$F_t$  :  $F_{table}$

1 : Number of constant

r : The correlation between two groups of data

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data**

The data were collected by giving the students a test consisting of 20 items. The correct answer was given 5 score, incorrect answer was given 0 score and the highest score was 100. In this research, the sample was divided into two groups, the Experimental group and Control group, that consists of 20 students in Experimental group (VIII-1) and 20 students in Control group (VIII-2). The students' score of experimental group showed that the highest score of pre-test was 75 and the lowest was 35. While the highest score of post test was 95 and the lowest was 70. Meanwhile the students' score of control group showed that the highest score of pre-test in control group was 70 and the lowest was 35. While the highest score of post test was 80 and the lowest was 60.

#### **B. Data Analysis**

The effect of using SQRQCQ method on the Students' Achievement in Reading comprehension. Based on the data from the test the score were analyzed in order to know the differences between pre-test and post-test of the experimental group.

**Table 4.1****Differences scores pre-test and post-test of experimental group**

No	Students' Initial	Pre-test (X <sub>1</sub> )	Post-test (X <sub>2</sub> )	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub> <sup>2</sup>
1	PA	75	95	5625	9025
2	SP	55	80	3025	6400
3	NH	55	90	3025	8100
4	MS	65	95	4225	9025
5	DAH	40	80	1600	6400
6	AR	75	90	5625	8100
7	MS	75	90	5625	8100
8	OD	55	85	3025	7225
9	LA	60	80	3600	6400
10	EP	60	85	3600	7225
11	AMP	40	70	1600	4900
12	ISL	65	85	4225	7225
13	AR	65	75	4225	5625
14	IB	40	70	1600	4900
15	SF	75	90	5625	8100
16	MA	50	85	2500	7225
17	AR	70	80	4900	6400
18	NA	55	70	3025	4900
19	AS	30	70	900	4900
20	MS	35	70	1225	4900
TOTAL		$\sum X_1 = 1140$	$\sum X_2 = 1635$	$\sum X_1^2 = 68800$	$\sum X_2^2 = 135075$

Based on the table 4.1 above it can be seen that there was differences between pre-test and post-test score of experimental class. After calculated the data for the experimental group above the score for pre-test was 1140 and the total score for post-test was 1635. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\begin{aligned}\bar{x} &= \frac{\sum X}{n} \\ &= \frac{1635}{20} = 81.75\end{aligned}$$

Standard deviation of X variable

$$\begin{aligned}SD_1 &= \sqrt{\frac{n(\sum x_i^2) - (x_i)^2}{n_1(n_1-1)}} \\ &= \sqrt{\frac{20(135075) - (1635)^2}{20(20-1)}} \\ &= \sqrt{\frac{2701500 - 2673225}{380}} \\ &= \sqrt{\frac{28275}{380}} \\ &= \sqrt{74.40} \\ &= 8.62\end{aligned}$$

**Table 4.2****Differences Scores of Pre-test and Post-test in Control Group**

No.	Students' initial	Pre-test (Y <sub>1</sub> )	Post-test (Y <sub>2</sub> )	Y <sub>1</sub> <sup>2</sup>	Y <sub>2</sub> <sup>2</sup>
1	DF	50	70	2500	4900
2	LA	50	75	2500	5625
3	FA	35	60	1225	3600
4	DSS	70	80	4900	6400
5	ISP	40	65	1600	4225
6	BK	40	70	1600	4900
7	DD	35	70	1225	4900
8	NFL	40	75	1600	5625
9	F	40	70	1600	4900
10	CW	60	80	3600	6400
11	IM	55	70	3025	4900
12	MW	45	50	2025	2500
13	TSS	60	75	3600	5625
14	AP	40	70	1600	4900
15	BH	30	65	900	4225
16	MMA	50	60	2500	3600
17	GA	60	65	3600	4225
18	JY	55	65	3025	4225
19	RM	60	70	3600	4900
20	MR	45	65	2025	4225
TOTAL		$\sum Y_1 = 960$	$\sum Y_2 = 1370$	$\sum Y_1^2 = 48250$	$\sum Y_2^2 = 94800$

Based on the table 4.2 above it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for the control group above the score for pre-test was 960 and the total score for post-test was 1370. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\begin{aligned}\bar{Y} &= \frac{\sum Y}{ny} \\ &= \frac{1370}{20} \\ &= 68.5\end{aligned}$$

Standard deviation of Y variable

$$\begin{aligned}SD_2 &= \sqrt{\frac{n(\sum y_i^2) - (y_i)^2}{n_i(n_i-1)}} \\ &= \sqrt{\frac{20(94800) - (1370)^2}{20(20-1)}} \\ &= \sqrt{\frac{1896000 - 1876900}{380}} \\ &= \sqrt{\frac{19100}{380}} \\ &= \sqrt{50.26} \\ &= 7,08\end{aligned}$$

The score of standard deviation for Experimental group and Control group was calculated, and then it was needed to decide the data was separated Variants (Heterogenic) data or polled variants (Homogeny) data by using the formula below:

$$F_c = \frac{S_1^2}{S_2^2}$$

$S_1^2$  is standard deviation squared (variants) of sample 1 (Experimental group) and  $S_2^2$  is the standard deviation squared (variants) of sample 2 (Control group). Based on the data was calculated previously, it was found  $S_1^2$  was 74.40 and  $S_2^2$  was 50.26, then, for  $F_c$  when  $F_c < F_t$ , so the data is polled Variants (homogeny) So,  $F_c$  was calculated as below:

$$\begin{aligned} F_c &= \frac{S_1^2}{S_2^2} \\ &= \frac{74.40}{50.26} \\ &= 1.48 \end{aligned}$$

Based on the previous data it was concluded in the following table:

**Table 4.3**

**Calculating correlation Product Moment between X1 and X2**

No	X <sub>1</sub>	X <sub>2</sub>	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub> <sup>2</sup>	X <sub>1</sub> X <sub>2</sub>
1	95	70	9025	4900	6650
2	80	75	6400	5625	6000
3	90	60	8100	3600	5400

4	95	80	9025	6400	7600
5	80	65	6400	4225	5200
6	90	70	8100	4900	6300
7	90	70	8100	4900	6300
8	85	75	7225	5625	6375
9	80	70	6400	4900	5600
10	85	80	7225	6400	6800
11	70	70	4900	4900	4900
12	85	50	7225	2500	4250
13	75	75	5625	5625	5625
14	70	70	4900	4900	4900
15	90	65	8100	4225	5850
16	85	60	7225	3600	5100
17	80	65	6400	4225	5200
18	70	65	4900	4225	4550
19	70	70	4900	4900	4900
20	70	65	4900	4225	4550
Total	1635	1370	135075	94800	112050

$$\begin{aligned}
 R_{XY} &= \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i^2 - (\sum x_i)^2\}\{n\sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{20.1120050 - (1635).(1370)}{\sqrt{\{20.135075 - (1635)^2\}\{20.94800 - (1370)^2\}}} \\
 &= \frac{2241000 - 2239950}{\sqrt{\{2701500 - 2673225\}\{1896000 - 1876900\}}} \\
 &= \frac{2241000 - 2239950}{\sqrt{\{28275\}\{19100\}}} \\
 &= \frac{1050}{\sqrt{540052}}
 \end{aligned}$$

$$\frac{1050}{734,88}$$

$$= 1.42$$

Determining the value of t-test with formula:

$$\begin{aligned} T_c &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left[ \frac{s_1}{\sqrt{n_1}} \right] \left[ \frac{s_2}{\sqrt{n_2}} \right]}} \\ &= \frac{81,75 - 68,5}{\sqrt{\frac{74,40}{20} + \frac{50,26}{20} - 2(1.42) \left[ \frac{8,62}{\sqrt{20}} \right] \left[ \frac{7,08}{\sqrt{20}} \right]}} \\ &= \frac{13,25}{\sqrt{3,72 + 2,51 - 2,84(1,93)(1,58)}} \\ &= \frac{13,25}{\sqrt{6,23 - 8,66}} \\ &= \frac{13,25}{\sqrt{2,43}} \\ &= \frac{13,25}{1,55} \\ &= 8,54 \end{aligned}$$

### C. Testing Hypothesis

After accounting the data previously by using t-test formula that critical value 8.54 then after seeking the table of distribution written test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is  $(2n-2=40-2=38)$  because df 38 is not found so the value of t-table with the

nearest df is 30. If the error rate of 5% then  $t_{\text{table}} = 2.042$ . The following decision-making criteria:

Reject  $H_0$  if  $t_{\text{count}} < -t_{\text{table}}$  or  $t_{\text{count}} > t_{\text{table}}$

Accept  $H_0$  if  $t_{\text{count}} > -t_{\text{table}}$  or  $t_{\text{count}} < t_{\text{table}}$

Because the value is  $8.54 > 2.042$  so,  $H_a$  is accepted and  $H_0$  is rejected or it can be concluded there was the effect of using SQRQCQ method on the Students Achievements in Reading Comprehension.

#### **D. Research Findings**

Based on the data analysis above, the findings of this research were described that the students who were taught by using SQRQCQ method got higher score than those who were taught by using direct method. It was proved from the result of t-test which was 8.54 and t-table which was 2.042 ( $t_{\text{test}} > t_{\text{table}}$ ,  $8.54 > 2.042$ ). It meant that the students' achievement in reading comprehension by using SQRQCQ method was significant than using direct method.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter, the researcher mainly presents conclusions and suggestions based on the research findings and discussion presented in previous chapter.

#### A. Conclusion

Based on the data analysis, it could be concluded that using SQRQCQ method significantly effects on the students' achievement in reading comprehension especially narrative text. It could be seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students' total score was 1140 and the mean score was 57, while in the control group was 960 and the mean score was 48. Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 8.54 was higher than t-table 2.042. It means that the alternative hypothesis  $H_a$  was acceptable.

#### B. Suggestions

The finding of the research score shows that there is significant difference on the students' score before they were taught by using SQRQCQ method and after they were taught using SQRQCQ method. Therefore, the writer tries to give some suggestion as follow:

1. The English teacher, especially for the English teacher of SMP SWASTA BANDUNG. They can try SQRQCQ method in teaching

English to increase their knowledge and by using a good method the students are easier and motivated to learn English.

2. The students, the students should be active in the classroom because in the SQRQCQ method the students are supported to be active in learning process, it is hope that the students can be increase the knowledge.

3. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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## **APPENDIX I**

### **LESSON PLAN (EXPERIMENTAL GROUP)**

Location	: SMP SWASTA BANDUNG
Subject	: Bahasa Inggris
Class/ Semester	: VIII
Topic	: Narrative Text
Aspec/ Skill	: Reading
Time and Allocation	: 2 x 40 minutes

#### **A. Core Competence**

KI 1: Rewarding and living the religious teachings it embraces.

KI 2: Respect and appreciate honest, disciplined, responsible, caring (tolerance, mutual help) behavior, courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence

KI 3: Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.

KI 4: Cultivate, decorate, and reason in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

#### **B. Basic Competence**

3.14 Understand the social function, text structure, and linguistic elements of the text narrative in the form of fable, in accordance with the context of its use

4.18 Capturing the meaning of oral and written narrative text, short and simple fable use.

### **C. Indicator**

Indicators:

1. Students are able to answer the question based on the given text
2. Students are able to identify the specific information of the text
3. Students are able to choose the correct answer in the multiple choice test
4. Students are able to retell the text

### **D. Learning Objectives**

1. Students are able to answer the question based on the given text
2. Students are able to identify the specific information of the text
3. Students are able to choose the correct answer in the multiple choice test
4. Students are able to retell the text

#### **1. Lesson Material**

Narrative text

#### **2. Learning Method**

SQRQCQ method, Discuss, assignment.

#### **3. Media, tools and resource**

1. Media : picture, ppt
2. Tools : infocus, white board, marker
3. Resource : Buku bahasa Inggris Kurikulum 2013, Jakarta :  
Kementerian dan Kebudayaan Republik Indonesia.

#### **4. Teaching learning steps**

##### **1. Introduction**

- a. Greeting and pray together
- b. Ask the condition of students and give the motivation

- c. Check the attendances
- d. Teacher delivers the material to be learned
- e. Teacher delivers the objective of the study

## **2. The core activities**

Observing and exploring :

- a. Teachers introduce the class to the topic
- b. Teacher explore the topic by showing pictures and text
- c. Students give their opinions about the picture.
- d. Students answer questions from teachers such as, "Have you ever hear about Malin kundang? What do you think about Malin Kundang story?"

Questioning

With guidance and direction from the teacher, students ask questions about material that they have not understood.

Associating

- a. Students are divided into 4 or 5 groups.
- b. Teacher gives a narrative text, students are given the opportunity to read the text and get the information from the text.
- c. When the students have finished the discussion, the teacher then gives a question text based on narrative text.
- d. Students answer the question and discuss with their group.

Communicating

- a. Students are asked to present their work that they have discussed in groups.
- b. The teacher pointed each student in the group to answer the question text they have discussed.
- c. Students receive feedback from teachers and friends about the work they have discussed.

## **3. Closing**

- a. The teacher asks the students to conclude the lesson.

- b. Teachers with students reflect on learning outcomes.
- c. Teachers provide follow-up activities in the form of reading tasks  
the examples of narrative texts

**5. Assesment of Learning Outcomes**

Technique : Reading test

Form : Multiple choices

<b>No.</b>	<b>Aspect</b>	<b>Score</b>
1.	True answer	<b>5</b>
2.	Wrong answer	0

Every correct answer score = 20

Amount of Maximal Score 5 x 20 = 100

Maximal Score = 100

Student score :  $\frac{\text{score acquisition}}{\text{maximal score}} \times 100 \%$

Bandar Setia, January 2018

**English teacher**

**The researcher**

**Aisyah Sitepu, S.Pd**

**Mega Larasati**  
**1402050116**

**Headmaster of SMP SWASTA BANDUNG**

**Paisal Lubis, S.Pd**

## **APPENDIX 2**

### **LESSON PLAN (CONTROL GROUP)**

Location	: SMP SWASTA BANDUNG
Subject	: Bahasa Inggris
Class/ Semester	: VIII
Topic	: Narrative Text
Aspec/ Skill	: Reading
Time and Allocation	: 2 x 40 minutes

#### **E. Core Competence**

KI 1: Rewarding and living the religious teachings it embraces.

KI 2: Respect and appreciate honest, disciplined, responsible, caring (tolerance, mutual help) behavior, courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence

KI 3: Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.

KI 4: Cultivate, decorate, and reason in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

#### **F. Basic Competence**

3.14 Understand the social function, text structure, and linguistic elements of the text narrative in the form of fable, in accordance with the context of its use

4.18 Capturing the meaning of oral and written narrative text, short and simple fable use.

## **G. Indicator**

Indicators:

5. Students are able to answer the question based on the given text
6. Students are able to identify the specific information of the text
7. Students are able to choose the correct answer in the multiple choice test
8. Students are able to retell the text

## **H. Learning Objectives**

5. Students are able to answer the question based on the given text
6. Students are able to identify the specific information of the text
7. Students are able to choose the correct answer in the multiple choice test
8. Students are able to retell the text

## **6. Lesson Material**

Narrative text

## **7. Learning Method**

Direct method, Discuss, assignment.

## **8. Media, tools and resource**

4. Media : picture
5. Tools : white board, marker
6. Resource : Buku bahasa Inggris Kurikulum 2013, Jakarta :  
Kementerian dan Kebudayaan Republik Indonesia.

## **9. Teaching learning steps**

### **4. Introduction**

- f. Greeting and pray together
- g. Ask the condition of students and give the motivation

- h. Check the attendances
- i. Teacher delivers the material to be learned
- j. Teacher delivers the objective of the study

## **5. The core activities**

Observing and exploring :

- e. Teachers introduce the class to the topic
- f. Teacher explore the topic by showing pictures and text
- g. Teacher give narrative text to the student

Questioning

With guidance and direction from the teacher, students ask questions about material that they have not understood.

Associating

- a. Teacher doing while reading activities with use recount text a
- b. Teacher gives Question text based on text
- c. Teacher asks students' to answer question

Communicating

- a. If the students' finish to answer question, teacher asks students' to exchange result answer question with another friend.
- b. teacher asks students' to correct answer from their friend

## **6. Closing**

- d. The teacher asks the students to conclude the lesson.
- e. Teachers with students reflect on learning outcomes.
- f. Teachers provide follow-up activities in the form of reading tasks the examples of narrative texts

## **10. Assesment of Learning Outcomes**

Technique : Reading test

Form : Multiple choices

<b>No.</b>	<b>Aspect</b>	<b>Score</b>
1.	True answer	<b>5</b>
2.	Wrong answer	0

Every correct answer score = 20

Amount of Maximal Score 5 x 20 = 100

Maximal Score = 100

Student score :  $\frac{\text{score acquisition}}{\text{maximal score}} \times 100 \%$

Bandar Setia, January 2018

**English teacher**

**The researcher**

**Aisyah Sitepu, S.Pd**

**Mega Larasati**  
**1402050116**

**Headmaster of SMP SWASTA BANDUNG**

**Paisal Lubis, S.Pd**

## APPENDIX 3

### TEST ITEM

#### Text 1

#### The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say CATano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?
  - A. London
  - B. Puerto Rico
  - C. Jakarta
  - D. Buenos Aires
2. The parrot cannot say.....
  - A. Catano
  - B. Tacano
  - C. Canato
  - D. Nacato

3. The story is about....
  - A. A parrot and a cat
  - B. A parrot and a chicken
  - C. A parrot and the owner
  - D. A parrot, the owner, and chickens
  
4. How often did the owner teach the bird
  - A. Always
  - B. Everyday
  - C. Many times
  - D. Every second
  
5. The parrot was very...
  - A. smart
  - B. stupid
  - C. hungry
  - D. angry
  
6. Catano was.....
  - A. the name of town
  - B. the name of people
  - C. the name of bird
  - D. the name of street
  
7. The man got very angry because....
  - A. the parrot cannot say catano
  - B. the parrot was very noisy
  - C. the parrot was too stupid
  - D. the parrot killed his chickens
  
8. Why was the man surprised? Because....
  - A. his chickens dead
  - B. his parrot can say catano
  - C. his chickens can say catano
  - D. his parrot dead

9. How many the chicken dead?

A. 4

C. 2

B. 3

D. 1

10. The man will .... the parrot if it cannot say catano.

A. kill

C. throw up

B. mock

D. sell

Text 2

### **Four Little Rabbit**

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there. Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

11. Who was the naughtiest rabbit?

A. Flopsy

C. Cotton tail

B. Mopsy

D. Peter

12. What did Flopsy, Mopsy and Cotton-tail eat?

- A. carrot
- B. blackberries
- C. lettuce
- D. strawberry

13. What did Peter lose while he was running?

- A. one of his shoes
- B. a book
- C. vegetable
- D. a pair of shoes

14. Why did Peter get sick? Because ....

- A. He was so tired
- B. He did not eat
- C. He caught a cold
- D. He was eating too much

15. Peter met..... at the garden

- A. Flopsy
- B. Mr. McGregor
- C. Mrs. McGregor
- D. His father

16. What did they pick?

- A. blackberries
- B. strawberry
- C. carrot
- D. lettuce

17. Their mother reminded them not to go to.....

- A. Mr. McGregor's garden
- B. Rice field
- C. garden
- D. Mr. McGregor's house

18. Their father got accident in....

- A. Mr. McGregor's house
- B. rice field
- C. Mr. McGregor's garden
- d. their house

19. How many rabbit in the story?

A. four rabbits

C. three rabbits

B. six rabbits

D. five rabbits

20. Who should take some medicine?

A. flopsy

C. cotton tail

B. mopsy

D. peter

## **APPENDIX 4**

### **Answer Key**

1. B. Puerto Rico
2. A. Catano
3. C. A parrot and the owner
4. B. Everyday
5. B. Stupid
6. A. The name of town
7. A. The parrot cannot say catano
8. A. His chickens dead
9. A. 4
10. A. Kill
11. D. Peter
12. B. Blackberries
13. A. One of his shoes
14. A. He was so tired
15. B. Mr. McGregor
16. A. Blackberries
17. A. Mr. McGregor's garden
18. C. Mr. McGregor's garden
19. A. fFour rabbits
20. D. Peter

**APPENDIX 5****THE STUDENTS' ATTENDANCE OF SMP SWASTA BANDUNG  
ACADEMIC YEAR 2017/2018  
EXPERIMENTAL CLASS (VIII-1)**

<b>NO</b>	<b>STUDENTS' NAME</b>	<b>SIGNATURE</b>	
<b>1.</b>	<b>PUTERI AMELIA</b>	1	
<b>2.</b>	<b>SABELLA PUTRI</b>		2
<b>3.</b>	<b>NUR HAMIDAH</b>	3	
<b>4.</b>	<b>M. SULIWA</b>		4
<b>5.</b>	<b>DANIEL APRILYA H</b>	5	
<b>6.</b>	<b>AULIA RAHIM</b>		6
<b>7.</b>	<b>MURNI SURYA</b>	7	
<b>8.</b>	<b>OCHATRIWI DYARTA</b>		8
<b>9.</b>	<b>LATIFAH ARWANSYAH</b>	9	
<b>10.</b>	<b>EMA PRAMUTIA</b>		10
<b>11.</b>	<b>ADINDA MUTIARA P</b>	11	
<b>12.</b>	<b>ADE IRMA SURYA LBS</b>		12
<b>13.</b>	<b>ADITYA RISALDI</b>	13	
<b>14.</b>	<b>IZEN BRAMUDA</b>		14
<b>15.</b>	<b>SANDI FIRMANSYAH</b>	15	
<b>16.</b>	<b>MHD ARDI</b>		16
<b>17.</b>	<b>AISYAH RAMADHANI</b>	17	
<b>18.</b>	<b>MUHAMMAD ANDI</b>		18
<b>19.</b>	<b>AINUN SARI</b>	19	
<b>20.</b>	<b>MHD SHAFRIANDA NST</b>		20

**APPENDIX 8****Scores of Pre-test and Post-test Experimental Group**

<b>No</b>	<b>Students' Initial</b>	<b>Pre-test (X<sub>1</sub>)</b>	<b>Post-test (X<sub>2</sub>)</b>
<b>1</b>	<b>PA</b>	<b>75</b>	<b>95</b>
<b>2</b>	<b>SP</b>	<b>55</b>	<b>80</b>
<b>3</b>	<b>NH</b>	<b>55</b>	<b>90</b>
<b>4</b>	<b>MS</b>	<b>65</b>	<b>95</b>
<b>5</b>	<b>DAH</b>	<b>40</b>	<b>80</b>
<b>6</b>	<b>AR</b>	<b>75</b>	<b>90</b>
<b>7</b>	<b>MS</b>	<b>75</b>	<b>90</b>
<b>8</b>	<b>OD</b>	<b>55</b>	<b>85</b>
<b>9</b>	<b>LA</b>	<b>60</b>	<b>80</b>
<b>10</b>	<b>EP</b>	<b>60</b>	<b>85</b>
<b>11</b>	<b>AMP</b>	<b>40</b>	<b>70</b>
<b>12</b>	<b>ISL</b>	<b>65</b>	<b>85</b>
<b>13</b>	<b>AR</b>	<b>65</b>	<b>75</b>
<b>14</b>	<b>IB</b>	<b>40</b>	<b>70</b>
<b>15</b>	<b>SF</b>	<b>75</b>	<b>90</b>
<b>16</b>	<b>MA</b>	<b>50</b>	<b>85</b>
<b>17</b>	<b>AR</b>	<b>70</b>	<b>80</b>
<b>18</b>	<b>NA</b>	<b>55</b>	<b>70</b>
<b>19</b>	<b>AS</b>	<b>30</b>	<b>70</b>
<b>20</b>	<b>MS</b>	<b>35</b>	<b>70</b>
<b>TOTAL</b>		<b><math>\sum X_1 = 1140</math></b>	<b><math>\sum X_2 = 1635</math></b>

**APPENDIX 9****Scores of Pre-test and Post-test Control Group**

<b>No.</b>	<b>Students' initial</b>	<b>Pre-test (Y<sub>1</sub>)</b>	<b>Post-test (Y<sub>2</sub>)</b>
<b>1</b>	<b>DF</b>	<b>50</b>	<b>70</b>
<b>2</b>	<b>LA</b>	<b>50</b>	<b>75</b>
<b>3</b>	<b>FA</b>	<b>35</b>	<b>60</b>
<b>4</b>	<b>DSS</b>	<b>70</b>	<b>80</b>
<b>5</b>	<b>ISP</b>	<b>40</b>	<b>65</b>
<b>6</b>	<b>BK</b>	<b>40</b>	<b>70</b>
<b>7</b>	<b>DD</b>	<b>35</b>	<b>70</b>
<b>8</b>	<b>NFL</b>	<b>40</b>	<b>75</b>
<b>9</b>	<b>F</b>	<b>40</b>	<b>70</b>
<b>10</b>	<b>CW</b>	<b>60</b>	<b>80</b>
<b>11</b>	<b>IM</b>	<b>55</b>	<b>70</b>
<b>12</b>	<b>MW</b>	<b>45</b>	<b>50</b>
<b>13</b>	<b>TSS</b>	<b>60</b>	<b>75</b>
<b>14</b>	<b>AP</b>	<b>40</b>	<b>70</b>
<b>15</b>	<b>BH</b>	<b>30</b>	<b>65</b>
<b>16</b>	<b>MMA</b>	<b>50</b>	<b>60</b>
<b>17</b>	<b>GA</b>	<b>60</b>	<b>65</b>
<b>18</b>	<b>JY</b>	<b>55</b>	<b>65</b>
<b>19</b>	<b>RM</b>	<b>60</b>	<b>70</b>
<b>20</b>	<b>MR</b>	<b>45</b>	<b>65</b>
<b>TOTAL</b>		<b><math>\Sigma Y_1= 960</math></b>	<b><math>\Sigma Y_2= 1370</math></b>

