

**THE EFFECT OF APPLYING SQ4R MODEL BY MESSAGE IN
THE BOTTLE AS A TEACHING MEDIA ON 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:

ISMAWATI
1402050031



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



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id**

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
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 Kamis, Tanggal 29 Maret 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Ismawati
NPM : 1402050031
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying SQ4R Model by Message in the Bottle as a Teaching Media on Students' Achievement in Reading Comprehension

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

Ditetapkan : (**A**) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Ketua  Sekretaris 
Dr. Elfriante Nasution, S.Pd, M.Pd **Dra. Hj. Syamsuyurnita, M.Pd**

ANGGOTA PENGUJI:

1. Pirman Ginting, S.Pd, M.Hum
2. Rini Ekayati, SS, MA
3. Khairil, S.Pd, M.Hum

1. 

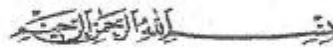
2. 

3. 



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

LEMBAR PENGESAHAN SKRIPSI




Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Ismawati
N.P.M : 1402050031
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying SQ4R Model by Message in the Bottle as a Teaching Media on Students' Achievement in Reading Comprehension
sudah layak disidangkan.

Medan, Maret 2018

Disetujui oleh:

Pembimbing

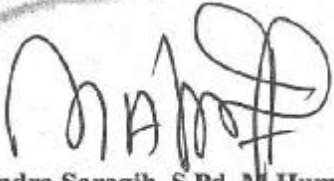

Khairil, S.Pd, M.Hum

Diketahui oleh:

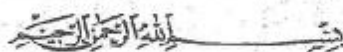
Dekan

Ketua Program Studi


Dr. Elfananto Nasution, S.Pd., M.Pd.


Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Ismawati
N.P.M : 1402050031
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying SQ4R Model by Message in The Bottle as a Teaching Media on Students' Achievement in Reading Comprehension

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

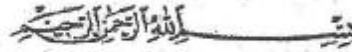
Medan, 13 Januari 2018
Hormat saya
Yang membuat pernyataan,



Ismawati

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, SPd, M.Hum



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Ismawati
 N.P.M : 1402050031
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Applying SQ4R Model by Message in The Bottle as a Teaching Media on Students' Achievement in Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
9/3/2018	Abstract on Space Acknowledgement	ad
	Chapter I	ad
	Chapter II	ad
13/3/2018	Chapter III	ad
	Chapter IV	ad
16/3/2018	Chapter V add to many	ad
	finish acc	ad

Diketahui oleh:
 Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Medan, Maret 2018

Dosen Pembimbing

(Khairil, S.Pd, M.Hum)

ABSTRACT

Isma Wati. 1402050031. "The Effect of Applying SQ4R Model by Message in the Bottle". Skripsi: English Education Program Faculty of Teachers' Training and Education. Muhammadiyah University of Sumtera Utara. Medan. 2018.

This study was intended to find out The Effect of SQ4R Model by Message in the Bottle as a Teaching Media on Students' Achievement in Reading Comprehension as model or method in teaching learning process. The population of the study was the eight grade students of VIII-A and VIII-B MTS PAB 3 Labuhan Deli, consisted 60 students that were taken from two classes. The researcher took all the population as the sample. The first group was experimental group, and it was taught by applying SQ4R model by message in the bottl. While the second group was control group, it was taught without applying SQ4R model by message in the bottle. The data of the study were the score of the students also obtained by using essay testfor pre test and post test. The test asked the students to read the story of narrative text and answer the question. This research was found that t observed (11,83). It was higher than t tabel (8,64) from yhe hypothesis testing, it can be said that there was an effect of SQ4R model by message in the bottleon students' reading comprehension.

Key Words : Effect, SQ4R Model, Message in the Bottle, Reading Comprehension.

ACKNOWLEDGEMENTS



First, in the name of Allah the most gracious and most merciful, the researcher would like to thank Allah who has given her chances in finishing this thesis. Second peace be upon to our prophet Muhammad SAW, who has brought us from the darkness into the lightness which is full of science and technology.

Having completed the researcher entitled “The Effect of Applying SQ4R Model by Message in the Bottle”, especially her beloved great parents, **Pryo Dwi Hartanto**, and **Mariani**, million of thanks would never be enough to express her gratitude to both parents for encouragement and sincere heart they have given to her, love you so much whenever and wherever. The researcher would like to extend her sincere thanks to numerous people who had helped her to complete the research. Thus thanks are sincerely offered to the following people:

1. Dr. Agussani, M.AP., as the rector of UMSU
2. Dr. Elfrianto Nasution, S.Pd, M.Pd., as the dekan of FKIP UMSU who has given her recommendation to carry out this study.
3. Mandra Saragih, S.Pd. M.Hum. and Firman Ginting, S.Pd, M.Hum, as the head and secretary of English Education Program for that valuable advice in completing the study.
4. Khairil S.Pd, M.Hum as her beloved supervisor who has spent her time in giving valuable advice, constructive, comments, suggestions and correction during the writing of her study.

5. All lecture's, especially at English education program, for their instructions during her academic years at FKIP UMSU.
6. The headmaster of MTS PAB 3 Labuhan Deli (Drs. H. Paino), teachers and all the students in MTS PAB 3 Labuhan Deli who has given their recommendation and participation to conduct a research in the school.
7. Her beloved sister Novita Sari S.Pd, her young brother Fauzan Arif, and her young sister Diajeng Will Fajri, for support and prayers given to her.
8. Her cousin Inayatul Khoiriyah, Setia Ningsih SE, Cecep Permana SE, Ananda Prawira SE, Eka Aldiansyah, Dimas Aldana, Wahyu Amanda, Dia Pradina, Bagas Prayuda, who give their support.
9. Her lovely friend RUMPI'S GIRL (Niki Melinda, Shela Tri Utami, Rizkia Faninda Pane, Dwi Syahrina S, Linda Lestari, Syahrina Ulfa, Ika Tri Septia, Nurfadillah Selian, Melati, Putri Ramadhani, Zaini Rahmadani Pane, Lisa Elvionita, Widya Sahputri S, Khafry Handayani S) who encourage her and share many thing for her. Furthermore, they would like to express best gratitude and deep appreciation all people who loved and help her.
10. Her beloved friend of class VIII-A morning who have helped her finishing this research.
11. Her best friend Siti Rahma S.Kep,Ns, Eka Armaida S.Pd, Ayunda Fajrani S.Pd, Ema Handayani, Mila Rodiah Hsb, Ika Prayuli and Bariyah who give their motivation and suggestion.

12. She 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, March 2018

The Reseacher

ISMA WATI
1402050031

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	v
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. The Identification of the Problem	3
C. The Scope and Limitation	4
D. The Formulation of the Problem	4
E. The Objective of the Study	4
F. The Significance of the Study	5
CHAPTER II REVIEW OF LITERATURE.....	6
A. Theoretical Framework	6
1. Model	6
2. Reading	6
2.1 Definition of Reading	6
2.2 Types of Reading	7
2.3 Purpose of Teaching Reading	8
2.4 Principal for Teaching Reading	9
2.5 Classroom Teaching and Task.....	11

2.5	Reading Comprehension	11
2.5.1	Principles Strategies for Reading Comprehension	11
3.	SQ4R Model	12
3.1	Definition of SQ4R	12
3.2	Procedure of SQ4R.....	13
3.3	Genre.....	16
3.4	Advantages of SQ4R	14
3.5	Disadvantages of SQ4R	14
4.	Media.....	15
4.1	Definition of Media.....	15
4.2	Message in the Bottle.....	15
5.	Structure Proportion Evaluation	15
B.	Relevant Study	16
C.	Conceptual Framework	17
D.	Research Hypothesis	18
	CHAPTER III METHOD RESEARCH	19
A.	Location of the Research	19
B.	Population and Sample	19
C.	Research Design	20
D.	Instrument of Collecting Data	21
E.	Technique of Collecting Data	22

F. Technique of Analysis Data	22
-------------------------------------	----

CHAPTER IV DATA ANALYSIS AND FINDING	24
A. Data Analysis	24
1. Calculating Data Using Formula	24
2. Testing Hypothesis	31
B. Research Finding	32
CHAPTER V CONCLUSION AND SUGGESTION	33
A. Conclusion	33
B. Suggestion	33

REFERENCES

APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching English there are four micro skill, like: Writing, Reading, Listening and Speaking. In this research mainly focus on reading. Reading is the most important aim of education. Students must have skill in reading to make them understand about text that make from difficult words. Reading has related with the other aspects of language learning such as grammar, syntax, vocabulary, pronunciation, and the other skill such as speaking, listening and writing.

According to Maria (1990 : 98) reading skill is necessary and it supports all the subjects' learning since knowledge rapidly accumulates. The ability to read is primarily to be improve to enable students to get information. Actually reading is not an easy process because it involves the work, eye and brain almost to get information or message from the text. The students should be able to comprehend the text quickly and comprehensively.

In this research the researcher discusses about kinds of models' reading, such as SQ4R model, SQ4R model or Survey, Question, Read, Reflect, Recite and Review. SQ4R model is very useful for students to improve and practice their ability in identify main idea, word meaning and get the message from a text.

Message in the bottle as a media to support on teaching process for researcher. The researcher use bottle as a media, because for make students'

motivation was grew up when they are studying. During the researcher was used the media, it was coincide with use the model.

The researcher was taken this topic because when the researcher Field Teaching Training (PPL) at MTS PAB 3 Desa Manunggal Kec. Labuhan Deli, the researcher was found problems. Some problem such as they unfamiliar with the word use in the text or they are not lake of vocabulary, so they were difficult for get a message from the narrative text. And also the students does not like in reading and less motivation in reading comprehension.

Many students were still low in reading comprehension, especially in reading narrative text. Usually they only just read the text without know what is the contents of the text. The researcher get students difficultes in reading comprehension they also feel bored while teaching learning process take place.

In this case, the researcher choose SQ4R (Survey, Question, Read, Reflect, Recite and Review) which was apply to help students become successful reader. It was consider as the model that provide detail steps and more comprehensive reading model.

According to Eric (2017), the reaseacher found relation previous on the same field. The aim of this study is to examine the effect of SQ4R (Survey, Question, Read, Reflect, Recite, Review) technique of the reading comprehension ability of elementary school 4th grade students. The sampling was constituted by 57 students from two different branches of the Ataturk Elementary School in the center of Usak region during the 2nd semester of the 2013-2014 academic year. Reading comprehension skill achievement questions prepare by the researcher and

it is use as the data collection tool. These questions are implement to both groups before the experiment. Independent sample t-test and Kruskal Wallis-test methods are used for data analysis. According to the results of the study, a significant difference was found in the reading comprehension skills in favor of the students who study reading comprehension with the SQ4R technique.

SQ4R model is an effective strategy to help all students get the information that they need. They must to think in reading by play message in the bottle as a media. A teacher take hold the bottle and it has some picture in the bottle. Then, the student choose the picture in the bottle and student should get the information about message in the picture correleted with the text and then read or persentation in front of the class with paper persentation. After that other students should guessing what is the tittle about and give the example that show a story.

The researcher was made this research which has some differences with those researches in teaching reading comprehension to the students, such SQ4R as the model that use by the writer. And the writer's tittle in this research is "*The Effect of Applying SQ4R Model by Message in the Bottle as a Teaching Media*".

B. Identification of the Problem

The problems were focused on the following:

1. The students unfamiliar with the word use in the text or they are not lake of vocabulary, so they will difficult for get a message from the narrative text.

2. The students does not like in reading and less motivation in reading comprehension.

C. The Scope and Limitation of the Problem

The scope of this study was applied model on reading comprehension to get main idea and message from the narrative text (fairy tail text) at MTS PAB 3 Desa Manunggal Kec. Labuhan Deli academic year 2017/2018.

D. The Formulation of the Problem

The problems of this research were:

1. Is there any significant effect of applying SQ4R model by message in the bottle on the students' achievement in reading comprehension?
2. Why the students low understanding narrative text in reading comprehension?

E. The Objectives of the Study

The researcher has some objectives as follows:

1. To find out the significant effect of applying SQ4R model by message in the bottle on the students' achievement in reading comprehension.
2. To find out the students' reason low understanding narrative text in reading comprehension.

F. The Significant of the Study

This study was useful for :

1. Theoretically

The findings of the present study are expected to add more horizons in theories of learning. Teacher can be easier to teach students about reading comprehension. Teacher can be easier in use method in reading about SQ4R model by message in the bottle in reading comprehension.

2. Practically

a. To the researcher, to improve her knowledge in teaching model and the ways in teaching reading comprehension effectively and efficiency.

b. To the teachers, as a source in using SQ4R model by message in the bottle as a teaching media on the students' achievement in reading comprehension to make the students' enjoy to increase their achievement in reading comprehension.

c. To the students, as a tool to motivate them to study hard about narrative text in reading comprehension

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Model

Sugiyanto (2008) suggests that the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives and serves as a guide for learning and the crier proclaimed and teachers in implementing the learning activities.

2. Reading

2.1 Definition of Reading

Reading is a curcial skill in learning and communication. Current trends in education consider reading lesson to be an important early step in the development of mental and linguistic abilities (Yousif Alshumaimeri 2011 : 185).

Reading is an essential skill for students of english as a second language. For most of the students it is the most important skill to master in order to ensure success not only in learning english, but also in learning any content class where reading in english is require (Nunan, 2003 : 69).

Reading is the one of four language skills that has important role for the students one's academic success has strong correlation with reading. One who has a good achievement in classroom usually is like to reading.it can be the reason

why the reading ability should be build as early as possible. In reading learners are actively responsible to making a sense catch the ideas of the text. Reading has different way in interaction with the readers because the writer is not available. That interaction will see in getting the information from the writer. And the point, reading is the one of the most important skills.

2.2 Types of Reading

According to Brown (2004) there are four type for reading performance such as :

a. **Perceptive Reading**

Perceptive reading task involve attending to the component of large stretches of discourse : letters, words, punctuations and graphemic symbols.

b. **Selective Reading**

Selective reading use short text or limited text. Selective reading has assesment format to insure students' recognition in lexical grammatical, or discourse, features of language. The type of task that used selective reading are : picture task, matching, true/false, and multiple choice.

c. **Interactive Reading**

Interactive reading is the process of negotiating meaning, the reader brings to the text such as a set schemata for understanding the text and in take is the product of that interaction.

d. Extensive Reading

Extensive reading means reading many books without a focus on exercises that may be test comprehensions skill.

2.3 Purpose of Reading

Grabe and Stoler (2002:13) classified that there are some main purpose of reading, they are :

a. Reading to search for simple information and reading to skim.

Reading to search for simple information is reading ability though some researches see it as a relatively independent cognitive process. It is used to often in reading task is probably best seen as a type of reading ability.

b. Reading to learn of the text.

Reading to learn typically focus in academic and professional context in which a person needs to learn a considerable amount of information from the text. It requires abilities to:

1. Remember main ideas as well as a number of details that celebrate the main and supporting ideas in the text.
2. Recognize and built rhetorical frames that organize the information in the text.
3. Link the text to the reader's knowledge base.

c. Reading to integrate information, write and critique texts.

Reading to integrate information require additional decision about the relative importance of elementary, mutually supporting or conflicting

information and the likely restructuring of a rhetorical frame to accommodate information for general multiple source.

d. Reading for general reading comprehension.

The most basic purpose for reading underlying and supporting most most order purpose for reading. General reading comprehension is actually most actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skill fluent readers, require very rapid and automatic processing of words, strong skill informing a general meaning representation of main ideas, and efficient coordination of many processed under very limited time constraints.

2.4 Principles for Teaching Reading

According to Nunan (2003 : 74), there are eight principles for teaching reading. They are:

a. Exploit the reader's background knowledge.

Students background knowledge can influence reading comprehension. Background knowledge includes all off experiences will be though to a text, such as life experiences, educational experiences, cultural background and knowledge.

b. Build a strong vocabulary base.

The basic vocabulary should be explicitly taught to use context effectively guess the meanings of less frequent vocabulary.

- c. Teach for comprehension.

Testing reading comprehension is more emphasis than teaching students how to comprehend in many reading instruction programs. To teach for comprehension the students must monitor their comprehension process and be able to discuss about the strategy that they use comprehend.

- d. Work on increasing reading rate.

The teacher must work toward finding balance between assisting students to improve their reading rate and developing reading comprehension skill.

- e. Teach reading strategies.

To achieve the desired result, students need to learn how to use a range of reading strategies that match their purpose for reading.

- f. Encourage readers to transform strategies into skill.

Strategies can be define as conscious actions that students take to achieve desire goals of objective. While a skill is a strategy that has become automatic. As students consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious from strategy to skill.

- g. Build assesment and evaluation into your teaching.

Assesing growth and development in reading skill from both a formal and an informal perspective requires time and training.

- h. Strive for continious improvement as a reading teacher.

Reading teacher need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best.

2.5 Classroom Technique and Task

According to Nunan (2003 : 79) there are five technique and task for teaching reading, they are :

1. Activate Prior Knowledge.

Prior to each reading passage, it is beneficial to engage the readers in an activity that gets the students thinking about they already know about the topic of the reading. One activity that could use is called an anticipation guide. The purpose of the anticipation guide is to learn what the readers already know about the topic of the reading.

2. Cultivate Vocabulary.

Words webs are very good activity for building students' vocabulary skill. Begin by writing key concept in the middle of the chalkboard. Choose a concept that is central to the reading you are about to do.

3. Increase Reading Rate.

One successful activity is called repeated reading. Students read a short passage over and over again until they achieve criteria levels of reading rate and comprehension.

4. Verify Reading Strategies.

Think aloud protocols in a guided format get learners to identify the strategies that they use while reading.

5. Evaluate Progress.

Reading journals are an effective way to evaluate reading progress. Students make a journal entry each day. They respond to different questions based on

different areas of focus they are working on in classroom. One day the teacher ask the students to engaged in a repeated reading activity and record in their reading journal what they have learned about their reading rate after doing the activity. And another day the teacher ask the students to do a witten protocol and record the strategies they have used while reading during a homework assignment. The reading journal helps the students see the progres they are making in class.

2.6 Reading Comprehension

Puילו and Hambrick, 2008 assumption that reading comprehension is a product of a readers interaction with a text. This product is stored in the reader to express relevants segments of the stored material. The processes involved in getting there is given less emphasis than be final product. This product position implies that long term memory play a large part in comprehension, determining how “succesful” the reader is at comprehending.

2.6.1 Principal Strategies for Reading Comprehension

Some principal for reading comprehension by Brown (2004):

1. Identify purpose in reading text.
2. Applying spelling rules and convention for buttom up decoding.
3. Using lexical analysis to determining meaning.
4. Guessing a meaning.
5. Skimming the text from the gist and for main ideas.
6. Scanning the text from the specific information.

7. Using marginal notes, outlines, charts or semantics maps for understanding and retaining information.
8. Distinguishing between literal and implied meanings.
9. Capitalizing on discourse marker to process relationships.

3. SQ4R Model

3.1 Definition of SQ4R

According to Koechli and Zwaan (2006:129) SQ4R method is a process steps and go through each step with a think-aloud, so students experience a working model of the approach to reading and clarifying text.

In additional, Orange (2002 : 32) states that SQ4R is an acronym for study method designed to help students make more effective and productive use of their textbook. Students are encouraged to formulate question for self – intruction and to facilitate interactive reading. They can look for the answer to their formulated questions to make the reading interactive and more meaningful.

Furthermore, wong (2000:228) states that SQ4R is six step system for reading and comprehending textbook. SQ4R adds a fourth “R” to remind students to record important information (takes notes).

Based on some definition above, it can be conclude SQ4R model is a structured approach to reading that can be very helpful for learning or revising the steps with activities used powerful and proven to increase comprehension and enhance learning. So, this method can be helpful the students in understanding text. Then, this method is very useful and appropriate for students and teacher in reading.

3.2 Procedures of SQ4R

Applegate et al. (1994) said that the steps of SQ4R are as follows :

1. Survey

During the survey step, the students first examine the text heading, its author and date of publication. Then, skim over the main heading, sub – headings, illustrations, bold and italic words. At last the students read the first and last sentences of the paragraph.

2. Question

At this stage, the students prepares questions tht can be answered by the text. The questions are prepared by using the sub – headings and questions “ who, what, where, why, and how”. This stage ensures that students use their available knowledge and acquire a goal for reading.

3. Read

At this stage, the students carefully reads the text. The students may give verbal or non-verbal answer to the question asked or underline the portions containing an answer during the reading stage.

4. Recite

At this stage, the students check wheter they understood what they read and goes over the text while stopping at the questions in order to refresh and correct their notional scheme reading to the subject. This stages forces the students to directly participate in the recital process.

5. Reflect

Reflecting requires the students to think about and evaluate the information acquired from reading and to find a relation to the available knowledge. At this stage, the students give verbal or written answer to questions asked after the reading stage and summarize the text.

6. Review

After all the step said, the students goes over the reading text once more in order to summarize the subject, answers the questions they did not understand or did not remember, had problems answering. This stage forces the reader to take place in the repetition and recital process in order to learn.

3.3 Genre

According Gerot and Wignell (1994) a genre can be defined as culturally specific text type which result from using language to help accomplish something. In the material being produced about genre those written by characteristic lexico grammatical features of genre are provided.

3.3.1

Social function of narrative text is to tell and retell for the purpose of informing of enterprising :

Generic Structure :

1. Orientation : It is about the opening paragraph where the characters of the story are introduced.
2. Complication : Where the problems in the story developed.
3. Resolution : Where the problems in the story is solved.

Significal lixic grammatical features :

1. Focus on specific participants
2. Use of material process
3. Circumstances of time and place
4. Use of past tense

3.4 Advantages of SQ4R

- a. Increasing reading effeciency
- b. Increasing interest
- c. Helping concentration
- d. Realting new knowledge to previous knowledge
- e. Building confidence in ability to recite and take tests
- f. Practicing and regular application help achieve success

3.5 Disadvantages of SQ4R

- a. The teacher may use more time to prepare the appropriate material in matching with student prior knowledge.
- b. The teacher must be creative in making questions when it is pointed of main idea of texts.
- c. The teacher pays more attention and closer when guiding student activity.

4. Media**4.1 Definition of Media**

Media can be a component of active learning strategies such as group discussions or case studies. Media could be a film clip, message in the bottle, a song you hear on the radio, or newspaper article. Students can also create their own media. For example, students' make message from the bottle can be a powerful learning experience.

4.2 Message in the Bottle

For the time bottle will use as a media on teaching reading. In the bottle, there are some message from the text. So, the researcher give name for this media is *message in the bottle*.

It's mean that the teacher will put some fairy tale text into bottles. Then, the students will chose the bottle and answer the question and finally the students' should get a message from the text.

5. Structure Proposition Evaluation

The Structutre Proportion Evaluation (SPE) method popularised by Mortimer Adler. Mainly for non – fiction treatises, is one in which reading proceeds in three passes : once for the structure of the work, which might be represented by an outline. Again for the logical propositions made, organized into chains of inference and finally for evaluation of the merits of the arguments and cncusions. This method involves suspended judgement of the work or its arguments until they are fully understood.

B. Relevant Studies

1. Mehmet (2017), This study is to examine the effect of SQ4R (Survey, Question, Read, Reflect, Recite, Review) technique of the reading comprehension ability of elementary 4th grade students. The sampling was constituted by 57 students from two different branches of the Ataturk Elementary School in the center of Usak region during the 2nd semester of the 2013 – 2014 academic year. Reading comprehension skill achievement question prepared by the researcher and it was used as the data collection tool. These questions were implemented to both groups before the experiment.
2. Nurul and Ninuk (2017) This study is to examine the effect of the SQ4R strategy of the reading comprehension. Ability students of 2nd semester. The research study was used action research method. The sampling was taken by 34 students. The validity of data used credibility, transferability, dependability and conformability.

C. Conceptual Framework

Teaching english is the one of subject that the teacher should be taught in the school. In teaching english teacher need method to teach students in learning english. In learning english there are four skill such as, writing, speaking, reading and listening. In this research the writer discuss about reading to teach reading need some method or model such as SQ4R model.

SQ4R is an effective strategy to help all students get the information that they need from textbook. The letters in SQ4R stand for the different steps that the students should take in studying in a textbook. Teacher will have to show the students how to follow each step. There is a worksheet below that can be use to remind them what to do at each step.

The goal reading is reading comprehension. Reading comprehension is define a the ability of readers to understand the surface and the hidden meaning of the text. Reading comprehension is the thinking the process use to make meaning of what a person read and specifically, enabling students to think about and react to what they read.

In this research, the writer will give some test to experimental class , controlling class pre – test and then the writer will give treatment only to experimental class. After that the writer give some test as post – test for experimental class and controlling class until the test valid and the result as data. So from the research, the writer hopes that the research can effect their ability in reading comprehension.

D. Research Hypothesis

Based on the formulation of the problem, the researcher determined this study with hypothesis as follows :

Ha : There is significant effect of SQ4R model by message in the bottle on students' achievement in reading comprehension.

Ho : There is no significant effect of SQ4R model by message in the bottle as a teaching media on students' achievement in reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Location of the Research

This research was conducted at MTS PAB 3 Desa Manunggal Kec. Labuhan Deli. It was conducted in the eight grade students of second semester at 2017/2018 academic year. The school was chosen because based on previous during the time of teaching practice at the school, the researcher was found problem in this school that the students still difficulties in reading comprehension. So, for the research is focused on SQ4R model.

B. Population and Sample

1. Population

The population of the research was the 2017/2018 academic year students. In this study the researcher choose the grade VIII students of MTS PAB 3 Desa Manunggal Kec. Labuhan Deli as the population of this reasearch. There were two classes, in VIII-A consist 30 student and VIII-B consist 30 students. So, the total of population was 60 students.

2. Sample

The sample was devided into two classes. One class as experimental class and the other class was control class. The class was used as a sample from class VIII-A and VIII-B. Which the total sample from class VIII-A was 30 students,

and from class VIII-B was 30 students. So, the total of sample was 60 students. The researcher took sample by total sampling technique. Arikunto (2006:131) said “If the population of research is less than 100, it is better to include all of them message as the sample”.

Tabel 3.1

Population and Sample of Research

No	Class	Population	Sample
1.	VIII-A	30	30
2.	VIII-B	30	30

C. Research Design

This research was conducted by applying descriptive quantitative method a research design which is used to describe, organize and summarize, the important general characteristic of a set data and also to accumulate by purpose.

In this research there are two classes, namely experimental class and control class. The experimental class is the group that applying SQ4R model. And the control class is the group without applying SQ4R model or Structure, Proportion, Evaluation. The research design is shown in the following table :

Table 3.2

Research Design

Name of group	Pre-test	Treatment	Post-test
Experimental (X)	ü	SQ4R Model	ü
Control (Y)	ü	SPE	ü

The research procedure consist of three important parts. The parts of the research procedure are pre – test, treatment, post – test.

1. Pre-Test

Pre-Test administered to find out the students ability in reading comprehension in each group before they are giving the treatment. It is done to get the first score of the students.

2. Treatment

Treatment is done after giving first pre-test of post-test. The experimental class is taught the reading comprehension by applying SQ4R model, while the control class is taught the reading comprehension without applying SQ4R.

Tabel 3.3

Treatment for Experimental Group

No.	Teacher's Activities in Applying SQ4R Model	Student's Activities in Applying SQ4R Model
1.	<p>Opening :</p> <p>Greeting the students.</p> <p>Asked the students about their day.</p> <p>Checked the students' attendance list.</p>	<p>Greet the teacher.</p> <p>Told the teacher about their day.</p> <p>Listened to the teacher quietly.</p>
2.	<p>Main Activities :</p> <p>Explained about narrative text.</p> <p>Explained to the students that they</p>	<p>Sit and listened teacher's instruction quietly.</p>

	<p>will be asked to look for information about that.</p> <p>After the information is recorded, showing the students how each answer into a lot in a main idea sentences until get a message.</p> <p>Asked the students to retell it.</p> <p>Asked the students to write question based on the teaching material to check their understanding.</p>	<p>Accepted the teaching materials.</p> <p>Retell a main idea and message from the text, using the information from the SQ4R Model.</p> <p>Generate the question.</p>
3.	<p>Closing :</p> <p>Review and concluded what they have learned or the teacher evaluated their answer.</p> <p>Closed the meeting with hamdallah and greeting motivates students to learn more about the lesson at home.</p>	<p>Record the SQ4R Model that they have learned.</p> <p>Listened to the teacher and reply greeting for close the meeting.</p>

Tabel 3.4

Treatment for Control Group

No	teacher's Activities by Using Conventional Method	Students' Activities by Using Conventional Method
1.	<p>Opening :</p> <p>Greeting the students.</p> <p>Asked the students about their day.</p> <p>Checked the students' attendance list.</p>	<p>Greet the teacher.</p> <p>Told the teacher about their day.</p> <p>Listened to the teacher quietly.</p>
2.	<p>Main Activities :</p> <p>Expalined about Narrative text.</p> <p>Distributed copies of teaching materials to the student.</p> <p>Asked the student to read the text.</p> <p>Asked the student to find out the difficult mewords from the text and to translate the text.</p> <p>Asked the students to answer the test of reading comprehension.</p>	<p>Listened to teacher's explanation.</p> <p>Accepted the copiesof teaching material.</p> <p>Read the text carefully.</p> <p>Found out the difficult words from the text and translate the text.</p> <p>Answered the test of reading comprehension.</p>
3.	<p>Closed :</p> <p>Closed the meeting with hamdallah and greeting.</p>	<p>Listen and reply greeting from the teacher.</p>

3. Post-Test

Post-Test given to see whether students have understood about the material. The function of post test is to know the mean score experimental class and control class applied, to know the effect of teaching presentation in both classes as the instrument to obtain data.

D. Instrument of Collecting Data

Collecting data in a research was very important to make the result of study valid. The test was conducted by using an essay test. The test consisted of 10 items. The same test was given to the experimental class and control class in pre-test and post-test. In the end of teaching and learning process, the writer conducted a test to see the students' competence about the teaching learning process.

E. Technique of Collecting Data

The data were collected by steps as follows :

- 1) Giving pre-test for experimental class and control class by essay exercise, and then collect the data.
- 2) Giving treatment for both of class, and then collect the data.
 - a) Teaching for the experimental class with applying SQ4R model by message in the bottle.
 - b) Teaching for the control class with applying Structure Proportion Evaluation.
- 3) Giving post-test for both of class.

- 4) Collecting the data from the scoring of the experimental and control class.
- 5) Identifying the score of both of class.
- 6) Analyzing the score with formulas.
- 7) Comparing the score by using t-test.
- 8) Answering the hypothesis.
- 9) Writing some finding and draw the conclusion.

F. Technique of Analyzing Data

In analyzing the data, the score for each test was analyzed by using statistical procedure which consisted of mean, standard deviation (SD) and dependent t-test. The mean was used to find out the average of the sample. To find the mean will use the formula by Ary (2010):

1. Mean

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

The explanation:

\bar{x} = mean

Σ = sum of

x = raw score

N = number of cases

2. Standard Deviation (SD)

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

The explanation:

SD = standart deviation

D = differences between with t=test and post-test

N = numbers of pairs

3. Dependent sample T=test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

The explanation:

t = t-ratio

\bar{D} = average difference

$\sum D^2$ = differences score pre-test and post test

$(\sum D)^2$ = differences score experimental class and control class

N = number of student.

CHAPTER IV
DATA ANALYSIS AND FINDING

A. Data Analysis

The data of the study were obtained from the reading test score. This research conducted in two class namely experimental class and control class.

1. Calculating Data Using Formula

The researcher was already assessed score of students, and then the researcher calculated the point into formulas to find out Standard Deviation (SD) and T-test to know the differences between the students' score in the two groups, namely experimental group and control group, it could be seen in the tables below:

Table 4.1
Students' score in Experimental Group

No	Students' Initial	Score		D (x2-x1)	D ²
		Pre-test	Post-test		
1	ATW	50	90	40	1600
2	AG	40	80	40	1600
3	BI	50	80	30	900
4	CT	60	90	30	900
5	DPS	50	90	40	1600
6	DR	60	80	20	400
7	MA	60	80	20	400

8	IF	70	80	10	100
9	MRPP	50	90	40	1600
10	NH	70	80	10	100
11	NA	60	80	20	400
12	NH	70	80	10	100
13	T	40	70	30	900
14	RRRN	70	80	10	100
15	MRI	70	80	10	100
16	RAPN	80	90	10	100
17	RL	70	90	20	400
18	S	70	90	20	400
19	SR	70	90	20	400
20	SS	50	90	40	1600
21	SBR	50	80	30	900
22	TP	70	80	10	100
23	W	70	90	20	400
24	ZA	50	80	30	900
25	W	60	80	20	400
26	RFA	50	90	40	1600
27	NA	70	80	10	100
28	IP	70	90	20	400
29	MN	50	80	30	900

30	MNS	60	90	30	900
Total		1810	2520	710	20300
Mean		60.33	84	23.66	676.66

From the tabel above showed the score in experimental group consist of 30 students in pre test 1810 and the mean 60.33. And in post-test, the total score was 2520 and the mean was 84. The researcher analyzed Standart Deviation to know differences between pre-test and post-test. So, the researcher used formula as the following :

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
 &= \sqrt{\frac{20300 - \frac{(710)^2}{30}}{30 - 1}} \\
 &= \sqrt{\frac{20300 - \frac{504100}{30}}{29}} \\
 &= \sqrt{\frac{20300 - 16803.33}{29}} \\
 &= \sqrt{\frac{3496.66}{29}} \\
 &= \sqrt{120.57} \\
 &= 10.98
 \end{aligned}$$

So, Standart Deviation of experimental group was 10.98. Then, this value can be used to find out the result of applying t-test formula. It can be seen in the following:

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{23.66}{\sqrt{\frac{20300 - \frac{(710)^2}{30}}{30(30-1)}}} \\
 &= \frac{23.66}{\sqrt{\frac{20300 - \frac{504100}{30}}{30(29)}}} \\
 &= \frac{23.66}{\sqrt{\frac{20300 - 16803.33}{870}}} \\
 &= \frac{23.66}{\sqrt{\frac{3496.67}{870}}} \\
 &= \frac{23.66}{\sqrt{4.01}} \\
 &= \frac{23.66}{2.00}
 \end{aligned}$$

$$T = 11.83$$

The result of t-calculation showed that t-test is 11.83 and t-table is 2.00. The t-test is higher than t-table ($11.83 > 2.00$). After knew students' scores in experimental group, and then the researcher calculated in Standart Deviation and t-test to know the students' score in control group, it could be seen in the tables as the following:

Table 4.2
Students' score in Control Group

No	Students' Initial	Score		D (x2-x1)	D ²
		Pre-test	Post-test		
1	AS	50	60	10	100
2	BP	60	70	10	100
3	DP	60	70	10	100
4	DSR	60	70	10	100
5	GR	40	60	20	400
6	GI	60	70	10	100
7	IM	60	70	10	100
8	JS	60	70	10	100
9	MAP	30	60	30	900
10	MBP	40	50	10	100
11	MA	50	60	10	100
12	MF	30	50	20	400
13	MF	30	40	10	100
14	MR	40	50	10	100
15	MR	60	70	10	100
16	MY	40	60	20	400
17	NF	60	70	10	100
18	NFA	60	70	10	100

19	NIS	50	60	10	100
20	NAF	30	60	30	900
21	OO	60	70	10	100
22	PAA	60	70	10	100
23	SA	60	70	10	100
24	SM	50	60	10	100
25	SZAS	10	40	30	900
26	TA	30	60	30	900
27	TA	40	70	30	900
28	TW	20	40	20	400
29	WHS	20	50	30	900
30	WP	30	60	30	900
Total		1350	1830	460	9800
Mean		45	61	15.33	326.66

Based on the table above, it can be showed that total score of control group pre-test 1350 and the mean of score was 45. The total score of experimental group in post-test 1830 and the mean of score was 61. It means that, the total and mean score in post-test in experimental group was higher than the total and mean score in post-test in control group. To evidence Standart Deviation (SD) in control group, the researcher analyzed the data by applying formula as below:

$$\begin{aligned}
S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
&= \sqrt{\frac{9800 - \frac{(460)^2}{30}}{30 - 1}} \\
&= \sqrt{\frac{9800 - \frac{211600}{30}}{29}} \\
&= \sqrt{\frac{9800 - 7053.33}{29}} \\
&= \sqrt{\frac{2746.67}{29}} \\
&= \sqrt{94.71} \\
&= 9.73
\end{aligned}$$

Standart Deviation (SD) of control group was 9.73. So, this values can be used to find out the result of applying t-test formula. It can be seen in the following:

$$\begin{aligned}
t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
&= \frac{15.3}{\sqrt{\frac{9800 - \frac{(460)^2}{30}}{30(30-1)}}} \\
&= \frac{15.3}{\sqrt{\frac{9800 - \frac{211600}{30}}{30(29)}}}
\end{aligned}$$

$$\begin{aligned}
&= \frac{15.3}{\sqrt{\frac{9800-7053.33}{870}}} \\
&= \frac{15.3}{\sqrt{\frac{2746.67}{870}}} \\
&= \frac{15.3}{\sqrt{3.15}} \\
&= \frac{15.3}{1.77} \\
&T= 8.64
\end{aligned}$$

From analyzed above, the result of t-test in control group was 8.64. It means that the result of experimental group was higher than the result of t-test in control group, namely $11.83 > 8.64$.

2. Testing Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of α **0.05**. The testing criterion used for hypothesis result is: if t-test $>$ t-table, it means that that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Furthermore, the t-table with the level significant of α **0.05** with the degree of freedom (df) $\rightarrow (2n-2 = 60-2= 68)$ is 2.00. It means that H_a is this study is accepted since students' t-test in the experimental group is 11.83 and t-table 2.00. Because the t-test value was higher than t-table ($11.83 > 2.00$). So, it can be concluded that SQ4R by message in the bottle could improve students' comprehension in reading narrative text.

B. Research Finding

After doing the research, collecting the data and calculating the data , the researcher got some research finding. Those the students at MTS PAB 3 Desa Manunggal Kec. Labuhan Deli especially in experimental group mostly were motivated and interested and achieve when the writer gave the treatment by using SQ4R model. And there was significant effect of applying SQ4R by message in the bottle on the students' achievement in reading comprehension. Teaching reading narrative text in experimental group by using SQ4R by card was more effective than teaching reading narrative text by conventional method. It showed the t-observe value was higher than t-table in without t-observed was 11.83 and 8.64 ($11.83 > 8.64$).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, was found that SQ4R model significantly affected students' reading comprehension. The follows are the description of conclusion that can be draws as follow. There was significant different of mean score obtained from both of the experimental group (84) and the control group (61). While the critical value of 0.05 significant level was 2.00. So, the conclusion from the data analysis is the value of t-test (11.83) is higher than the t-table (2.00). It means that the alternative hypothesis (H_a) was accepted. It can be concluded that there was a significant effect of SQ4R model by message in the bottle on students achievement in reading comprehension. The students who taught by SQ4R model had higher than the students who were taught without SQ4R model.

B. Suggestion

1. The teachers should apply SQ4R model by message in the bottle on the students' achievement in reading comprehension as the way in theaching reading, because the researcher was found positive effect of applying it.
2. Students should apply SQ4R model to improve their ability in reading comprehension, because students can more focus to reading a text.
3. Other researcher who want to conduct other research in the same field can use this thesis as a reference.

REFERENCES

- Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta : Rineka Cipta, 2006.
- Damono, Sapardi Djoko, *Susastra 5: Jurnal Ilmu Sastra dan Budaya*. Depok : Himpunan Sarjana-Kesusastraan Indonesia, 2007.
- Curtis, Jared, *The Poems of William Wordsworth: Collected Reading Text From The Cornell Wordsworth Vol. III*, Penrith: Humanities-Ebook, 2009.
- Drs. Ahmad badrun, *Pengantar Ilmu Sastra*, Surabaya : Usaha Nasional, 2000.
- Laurence Perrine and Thomas R.A.P.P, *Sound and Sense: An Introduction to Poetry* Eight Edition. Orlando : Harcourt Brace College Publisher, 1992.
- McCracken, David, *Wordsworth and the Lake of District*. New York : Oxford University Press, 1984.
- Richard Elleman and Robert O'Clair, *Modern Poems, An Introduction to Poetry* : w.w.Norton and Company, inc, 1999.
- Siswanto, wahyudi, *Pengantar Teori Sastra*. Jakarta : Grasindo, 2008.
- Siswanto, *Apresiasi Puisi-Puisi Sastra Inggris*. Surakarta : Muhammadiyah University Press, 2002.
- Steven Croft and Hellen Cross, *Literature, Criticism, and Style*. Oxford: Oxford University Press, 2002.
- The World's Poetry Archive, *Classic Poetry Series, William Wordsworth Poems*. Poemhunter.com, 2004.
- Ulysses Ronquilo, Puisi, <http://www.definisi-dan-unsur-unsurnya.htm>. 2009.
(Accessed on December 05th, 2017)

Whitla, William, *The English Handbook*. United Kingdom : John Wiley and Sons Ltd Publication, 2010.

<https://blog.udemy.com/imagery-in-literature>

<https://blog.udemy.com/imagery-in-poetry>

www.poemofquotes.com/articles/elements-of-poetry.php (Accessed on December 05th, 2017)

www.unm.edu/elements-of-poetry.pdf (Accessed on December 05th, 2017)

www.wikipedia/poetry (Accessed on December 05th, 2017)