

**THE EFFECT OF TEACHING READING STRATEGY SQ3R
TO THE STUDENTS' ACHIEVEMENT READING SKILLS**

SKRIPSI

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

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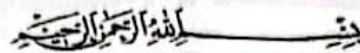
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Hormat saya

Yang membuat pernyataan,



ABSTRACT

Nova Pravita Sari, 1902050134. The Effect of Teaching Strategy SQ3R to the Students' Achievement in Reading Skills. Thesis. English Education Departement Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara, 2023.

This study aims to determine the significant effect of the learning strategy of reading through the SQ3R learning strategy at SMA Taman Siswa Medan as one of the teaching and learning processes at school. The population of this study were students of classes XI IPA and XI IPS SMA Taman Siswa, which amounted to people taken from two classes. Researchers took the entire population as a sample of 88 students. The first group was the experimental group, which was taught by applying the lecture method of learning that the teacher usually used. The second group was the control group, which was taught using the SQ3R strategy with descriptive text material. Research data in the form of student scores was also obtained using multiple choice tests for pre-test and post-tests. This test asked students to read a descriptive text story and answer 20 multiple-choice questions. This study found that t observation (19.83). This is higher than the t table (94.18) from hypothesis testing, so it can be said that there is an effect of teaching the SQ3R reading strategy on student achievement in reading skills in class XI social studies students of SMA Taman Siswa Medan.

Key words: *The Effect of Teaching Reading Strategy SQ3R to the Students' Achievement in Reading Skills*

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Medan, 11 September 2023

Nova Pravita Sari

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CHAPTER I

INTRODUCTION

1.1. Background of Study

Reading is one of the complex language skills. Reading is a teaching and learning process to obtain information from the author to the reader in the form of text. According (Hahnel et al., 2018) to reading is an important component in receiving and processing information when evaluating written information.

(Mulyono, 2003:200) states that reading ability is the basis for mastering various fields of study. If children at primary school age do not immediately have the ability to read, then students will experience many difficulties in learning various fields of study in subsequent classes. Therefore, children must learn to understand the lessons explained by the teacher at school by being able to read.

Based on the explanation above, it can be concluded that reading is increasing the ability to read to obtain information through texts such as magazines, novels, news, and newspapers.

In addition, there are several types of reading at the academic level, especially for students. One of them is reading descriptive text. Descriptive text is a type of text that describes an event or event that provides in detail so that readers understand the object of information they are looking for in the text. The main function of descriptive text is to provide a clear description of an object so that readers and writers can understand the text well. To clarify information, readers and writers need several arguments as accurate reasons to provide the

ideas listed in the text, this text is called an argument. This descriptive text can be found in several articles, such as journal articles, scientific books, lecture texts, speeches, and others.

Based on the researcher observation, real events in the classroom Based on the experience of the researcher following field teaching practice activities (PLP) in students of XI IPS and XI IPA classes at academic year 2022/2023 on Singosari Street No. 11, Sei Rengas Pertama, Medan Area, North Sumatera 20214, The researcher found that students her low ability to determine the main ideas or conclusions in descriptive text and they her difficulty got finding detailed information in the text. Then the researcher gave a written test, and it was found that students also her difficulty understanding the content of reading, especially in reading.

Based on observations, the method is also known. Used by teachers in learning Inggris is still Less varied. In every reading lesson, the teacher only gives the reading material then assigns the student to read and continue by answering questions according to the content of the reading. It's done repeatedly in every lesson reading, so that students feel bored and less enthusiastic about learning. As a result, most students are less active in reading. When the teacher gives questions related to reading, only a few students can answer questions correctly, and most students are still confused about drawing conclusions from readings. Answering teacher questions only when given the opportunity to re-read the reading is done repeatedly.

Based on the above problems, the researcher is interested in helping to

the students to solve them. Then the researcher applies the SQ3R method to improve students' ability to understand the contents of the text. This SQ3R method stands for survey, question, recite, and review.

This research has proven that this strategy is able to sharpen students' abilities in reading texts. As in previous studies, the description can be strengthened by several previous studies using the Astar SQ3R reading strategy (3804-Full_Text, n.d.) as researcher material in the classroom. This SQ3R learning strategy succeeded in improving student learning outcomes in English subjects in grade V students of SD Inpres Mattirowalie Barru Regency with the title "*The Effect of Survey, Question, Read, Recite, And SQ3R Learning Method On Reading Comprehension Skills Of Grade V SD Inpres Mattirowalie Barru Regency*".

Based on the problems that have been found during observation, the researcher has chose and applied a learning strategy that was suitable for students to learn actively, whether it is active in asking questions, which is in accordance with the steps applied to this SQ3R reading strategy. SQ3R is a learning strategy that is effective in assisting students in understanding and mastering the learning material that is being taught. During the learning process, there were still many students who did not understand the text well. Students must read the material contained in the text repeatedly so that they can understand the content of the text. Repeated so that students can understand the content of the reading. For this reason, the role of teachers in schools is very important in the teaching and

learning process, where these tasks include guiding, directing, and developing creative and innovative language skills.

There are four important components of language skills that must be considered: listening skills, speaking skills, reading skills, and writing skills. One important aspect of learning is reading. Through reading, a person would gain information and knowledge that has not been known before. So that a person has broad insight into reading and critical thinking.

The reading process is one of the processes to integrate all the knowledge that the reader already has. Therefore, the reading process requires a skill called metacognition skill, which is the ability to control one's own mind and realize the cognitive process it self. (Parera,1996). Such as activities carried out during PLP 3 activities at Taman Siswa High School, where the researcher found problems during observation, the researcher chose and applied learning methods that were suitable for students to learn actively, be it actively asking questions, which were in accordance with the steps applied in this SQ3R reading strategy. SQ3R is an effective learning strategy for helping students understand and master the learning material taught.

SQ3R is an effective learning strategy for helping students understand and master the learning material being taught. During the learning process, there are still many students who have not understood a reading in the text well. Students must read the readings contained in the text repeatedly so that they can understand the contents of the text.

Based on the above background, the researcher is interested in conducting research with the title "*The effect of Teaching Reading Strategy SQ3R to the Students' Achievement in Reading skills.*"

1.2. Identification of Study

From the background above, the research can identify several problems, namely:

- a. Students have low ability in finding the contents of reading descriptive text.
- b. Students cannot explain descriptive text information clearly.
- c. Students have difficulty understanding the main idea or conclusions in the text.

1.3. Scope and Limitation

Based on the above background, the scope of this research is focused on reading skills and limited to the use of the SQ3R reading strategy in learning description text. In this case, at XI IPS SMA Taman Siswa Medan in academic years 2022/2023.

1.4. Formulation of the Problem

Based on the background above, the researcher can identify some of the problems above, namely:

- a) Is there any effect of teaching reading strategy through learning strategy SQ3R at SMA Taman Siswa?
- b) What are the students' difficulties in studying reading through SQ3R strategy?

1.5. Objectives of the Study

So from the above problems the objectives of this study are:

- a. to find out significant effect of teaching reading strategy through learning strategy SQ3R at SMA Taman Siswa.
- b. to describe the students' difficulties in studying reading through SQ3R strategy.

1.6. Significances of the Study

Based on the research above, the theory relates to the effect of learning to read by using the SQ3R reading strategy to improve and help students to achieve student achievement in reading.

1. Theoretical

The theory of the findings of this study can expand students' knowledge, especially to improve the quality of students' reading with reading learning with SQ3R strategy.

2. Practically

- a. The significant only for researcher, they can find out how reading comprehension skills using the SQ3R reading method are applied at the school.
- b. For students, which can help students improve their reading comprehension and improve their achievement in reading.
- c. For teachers, the results of this study can be used as material for teachers' input in the development of English lessons, especially about the subject matter of reading material in the SQ3R strategy

d. For schools, it is an input material to inspire schools or other institutions to produce students who have the quality education to go on to the next.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a study, researcher need theories that will clarify terms that can be used in the research. This term can serve to provide specifics in a particular context. This is very important in research to clarify from the beginning so that there is no misunderstanding between researchers and readers when conveying the perception of others. Here are some points that will be discussed in this study:

2.1. Definition Effect

The definition of effect in this study is defined as a change in the ability of a person, object or human character after learning something so as to produce maximum improvement. According to (Ii & Pengaruh, 2015: 45) "Influence is the urge to shape or effect of something". Lutfi (2014, p. 1) emphasizes that influence is an object, person, or even a natural Phenomenon that is able to generate power or authority that can later bring about a change in a person's form. Power or authority that can later bring about a change in a person's forethought or belief. Furthermore, Louis Gottchalk defines influence as a formative influence on the thoughts and behavior of people both individually and in groups.

From the above understanding it is concluded that influence is the effect of teaching treatment in language is related to changes in putting something into the human cognitive system. The end result of the effect in teaching is an increase in students' abilities.

2.2. Reading Strategy

According to Nurhadi, reading is a creative critical reading processing process carried out by the reader to obtain a comprehensive understanding of the reading, which is followed by an assessment of the state of value, function, and impact of the reading. Reading activities are limited to the process of interpreting written language, namely words, sentences, and paragraphs that contain the research message that the reader must capture.

According to (Irdawati & Darmawan, 2014) by defining reading as the process of obtaining meaning from print. Reading activities are not just activities that are activity is not just a passive and responsive activity, but requires the reader to actively think. Thinking To derive meaning from the text, the reader must include the background of the text. Without these things a piece of text means nothing to the reader.

According to (Harianto, 2020:25), reading is a process that is carried out and used by the reader to receive messages. Process carried out and used by the reader to receive messages, a method used to communicate with oneself sometimes people method used to communicate with oneself sometimes others, namely communicating the meaning contained or implied in written symbols. In short, reading is picking.

Based on the opinions of the experts above, according to the researcher, the conclusions of Reading is the activity of understanding a text to find information contained in a writing. This reading means a person's thought process to be able to understand the contents of the text read, so that the message

read by the researcher can be received by the reader properly.

We must master the main idea of the research, So that we can be able to understand the content of the text reading well. In this case we as readers must be able to master reading effectively and efficiently. For that we must when we read at high speed, when we read at low speed (slow) and read at normal speed.

There for, master the main idea of each paragraph of the reading by finding the topic sentence so that the reader can understand the content of the reading text well.

In general, high school students memorize more sentences of words printed in trying to make it easy to understand. Even though it is more effective is not by memorizing but we must be able to understand or better understand the content of the main idea of the reading.

The core of learning to read is to take the important thing and as long as possible to be able to remember it longer. Our memory is generally only able to 50%, of what we read an hour later and in the next two days only 30%. Reading techniques here are examples such as pre-reading techniques, SQ3R, skimming and Scanning techniques. These techniques are reading techniques to improve our memory of what we have understood from the text. In our information age, the subject that produces knowledge is more important than the subject that conveys it. More important than the subject of conveying it. For knowledge to be knowledge is produced, one must use their advanced cognitive skills from an early age. One can learn to use these skills during the reading and comprehension education provided in mother tongue education. Education provided in mother

tongue education. One of the most effective skill area one of the most effective skill areas of comprehension education is listening and the other is reading. Comprehension can be developed with the complete and correct acquisition of basic language skills. (Başar & Gürbüz, 2017).

2.3. Reading Skills to Improve Students' Reading Achievement.

(Stahl & Armstrong, 2020) stated to increase students' reading motivation where reading habits especially in reading textbooks or reading fiction books were found to predict additional variations in students' reading comprehension, such as skills in summarizing text, reading speed, and accuracy in reading to account for variations in each word in reading skills.

From the above understanding, the researcher concludes that one type of student reading skill that can help improve student reading achievement is by understanding the contents of the reading text which is done carefully and thoroughly.

2.4. Steps of Using SQ3R Strategy

The SQ3R strategy gives students the possibility to learn systematically, effectively, and efficiently when dealing with various teaching materials. This strategy is more efficient to use for learning because students can repeatedly study teaching materials from the stages of researching, reading, or teaching materials (survey), asking questions (question), reading or studying (read), telling or writing back (recite), and reviewing (review) (Pujawan, 2005: 347). The steps for applying the SQ3R strategy based on the explanation above, the steps for using the SQ3R strategy:

a. Survey (Initial Review)

Investigating the reading material to be read In this first step, A cursory examination of the entire structure of the text is carried out. The aim is to find out the length of the text, headings, sub-headings, terms, keywords, key sentences, and other things. (sub-heading), terms, keywords, key sentences, and other things that are considered important in the text. Things that are considered important in the writing, so that a general picture of the content contained in the book is obtained. Overview of the content contained in the book or text.

b. Read

The second step is to develop questions that are clear, concise, and and relevant to the parts of the text that have been marked in the first step. The number of questions depends on the length and shortness of the text and the ability to understand the text being studied. The number of questions depends on the length of the text and the ability to understand the text being studied. If the text being studied If the text being studied contains things that are already known, it may only be necessary to ask a few questions. to create only a few questions. On the other hand, if the background knowledge Knowledge is not related to the content of the text, so it is necessary to formulate as many questions as possible. Alternatively, ask several questions about the content.

c. Question.

The third step is active reading in search of answers. To the questions that have been organized. In this case, active reading active reading also means reading that

is focused on paragraphs that are thought to contain answers that are thought to be relevant to the paragraphs that are expected to contain answers that are expected to be relevant to the questions that have been compiled in the second step. Questions that have been compiled in the second step. In this part, reading to find answers to the questions that have been asked.

d. Recite

The fourth step is to state or retell the answers to the questions. As far as possible, this should be done without If a question is unanswered, try to keep going for more. If a question is unanswered, try to continue to answer the next question. If a question is not answered, try to continue to answer the next question. And so on, until all Questions, including those that have not been answered, can be resolved properly.

e. Review (repeating back)

In the final step, all questions and answers are reviewed to arrive at a concise but understandable conclusions and answers so that a concise but useful conclusions can be reached thatConclusions are drawn that summarize the answers to the questions that have been asked. Although seems very mechanistic, but reading using SQ3R is considered more satisfying because this technique can encourage a person to better understand what they read. This technique can encourage a person to better understand what he reads by focusing on the essence or the main content implied and expressed in a book or text. In addition, The steps taken in this technique seem to have In addition, the steps taken in this technique seem to describe scientific procedures, so it is hoped that any information

Information learned can be stored properly in a person's long-term memory system a person.

2.5. SQ3R Reading Strategy

The SQ3R learning strategy (Survey, Question, Read, Recite, and Review) is a strategy that raises questions and answers that can encourage students to read texts to understand the material deeply and broadly. The SQ3R strategy, which was coined by Francis P. Robinson in 1941, is seen as improving students' understanding of the substance of texts and reading materials in a field of knowledge.

The SQ3R strategy provides learning opportunities for students to learn systematically, effectively, and efficiently in dealing with various teaching materials. Especially in English language learning. This strategy is more efficient to use for learning because students can repeatedly learn teaching materials through the stages of researching, reading, or teaching materials (Survey), asking questions (Question), reading or studying (Read), telling or writing back (Recite), and reviewing (Review). The SQ3R reading system was proposed by Francis P. Robinson in 1941, which is a widely used reading model system. Before reading, we first conduct a reading survey to get a general idea of what we read in the text.

The SQ3R technique can be used to read text books at school. This technique is very effective for teachers and students in reading learning techniques. Therefore, every time there is an assignment from a teacher or lecturer to read a book, it is recommended to read using the SQ3R technique.

This technique is very well used for reading comprehension.

In using this reading technique, of course, the reader must first determine the purpose of reading. The reader must also be required to follow the SQ3R technique every step that has been determined, such as before reading must survey the book, chapter, article, scientific journal, which he will read.

2.6. Strength of the Learning Strategy SQ3R in Reading

The SQ3R technique is able to improve the achievement of learning outcomes efficiently and effectively when compared to learning without other methods.

- 1) Students become more active in learning so that questions arise when learning takes place.
- 2) Students are encouraged to think of answers to any questions that arise from the content of the reading or text.

2.7. Weakness of Learning Strategy SQ3R in Reading

Here are some disadvantages of learning to read with the SQ3R strategy:

- 1) The SQ3R strategy is less effective when applied in too many classes, because the teacher cannot provide maximum guidance when composing questions.
- 2) Lack of study time
- 3) Students cannot be controlled when students discuss with their peers.

2.8. The Steps of Using of Lecture Method

Hamdani, (2011: 278) states that the lecture method is a method that has been used by teachers for a long time, with oral delivery to students. This method is suitable for materials that require a lot of explanation.

From the explanation above understanding, it can be concluded that the lecture method is a way of carrying out the learning process by conveying information directly or orally by the teacher to students regarding a learning material. This is an old learning method that is still used today in the teaching and learning process in the classroom. This lecture method is carried out orally by the teacher, so the quality of the material received by students also depends on the explanation given by the teacher.

The steps of the lecture method are as follows:

1. Preparation Stage

In the first stage, the teacher gives an explanation related to the learning objectives of the students, then conveys the main subject matter to the students, and the teacher can make a mini-quiz related to the material to be learned.

2. Presentation

In the second stage, the teacher conditions the students' concentration and focus on the material to be learned. Provide learning in a structured manner with language that is easy to understand. Utilize adaptive learning media, such as maps, globes, body props, projector screens, and so on.

3. Closing Stage

In the closing stage, the teacher gives a brief review of the material that has been presented. The teacher invites other students to ask questions related to

material that has not been understood. Summarize the learning material that has been given Provide an assessment.

2.9. Strength of the Lecture Method

- 1) It is practical because it does not require complicated equipment and is easy to do.
- 2) It is more efficient in terms of time and cost because the only capital needed is material readiness and personal readiness.
- 3) The scope of material conveyed by the teacher increases.
- 4) Demanding teachers master the material that would be delivered to students
- 5) Make it easier for the teacher to control class conditions because the teachers acts as the center of learning. Students get knowledge directly.

2.10. Weakness of Lecture Method

1. Loss of interest and attention: Monotonous and uninteresting lecture methods can make listeners lose interest and attention in the material presented. This can lead to a lack of understanding and retention of the information presented.
2. Learners become less creative because they only rely on the material presented by the teacher.
3. It is not effective in building deep understanding: The lecture method usually only provides information verbally without involving other active activities. This can make it difficult for listeners to understand and process the information in a more effective way.

The lecture technique is considered ineffective due to the fact that it has little impact on students' academic performance. Students' academic performance, as the lesson is dominated by the teacher speaking to the students, where the students remain passive listeners and recipients of knowledge. Remain passive listeners and recipients of knowledge. There is little or no use of the material by the students. Learners' ability levels are not considered by the teacher. It is believed that the use of a learner-centered approach would make teaching and learning more interesting, make the classroom environment lively, arouse learners' interest, and sustain their interest. Learner-centered approaches would make teaching and learning more interesting, make the classroom environment lively, arouse learners' interest, and sustain their interest and attention during the teaching and learning process as a result of by involving all learners in the lesson through pair and group work, learners of varying abilities get a chance to think, and the teacher focuses on understanding rather than comprehension. Thinking teachers focus on understanding, not just memorizing and recalling facts.(Bello,2016)

B. Previous Related Studies

This SQ3R learning model strategy has been studied by several previous researchers as in the Table below:

- a. Astar, (2018) “ *The Effect Of Survey, Question, Read, Recite, And Review SQ3R Learning Method On Reading Comprehension Ability Of Class V Sd Inpres Mattirowalie Barru District.*”. The conclusions of this researcher it can be seen that the results of learning to read with the SQ3R strategy followed by students of elementary school V. This is shown from the acquisition of the percentage of

students' reading comprehension ability completeness in Indonesian language subjects with a total of 10 students or 33.33 and 20 students or 66.66% who did not complete. While after the use of the SQ3R method is categorized as high with an average value of 71.33.

b. Nideaatika, (2018) "*The Effect Of Language Experience Approach To Improve The Students' Reading Achievement*". The conclusions of this researcher of the analysis show that the t-observed (6.2921) is greater than the t-Table (2.024) with a significant level of 0.05 and degree of freedom (df = 70). This finding indicates that the research hypothesis is accepted. This means that the use of the Language Experience Approach has a significant effect on students' reading achievement.

c. Nova Pravita Sari (2023)

The Effect of Teaching Reading Strategy SQ3R to the Students' Achievement in Reading Skills. In this study the researcher would conduct whether there was an effect of the SQ3R reading learning strategy on achievement in reading skills at Taman Siswa High School which can increase students' creativity in learning. Researcher would also look at how far the student's reading interest is in reading a text lesson, because from the results of the research at the time of the implementation of PLP 3 there was a very low interest in reading. Where the learning process is still a process for the teacher and the learning methods used by the teacher tend to be monotonous so that it makes students become inactive which results in students not mastering the learning material.

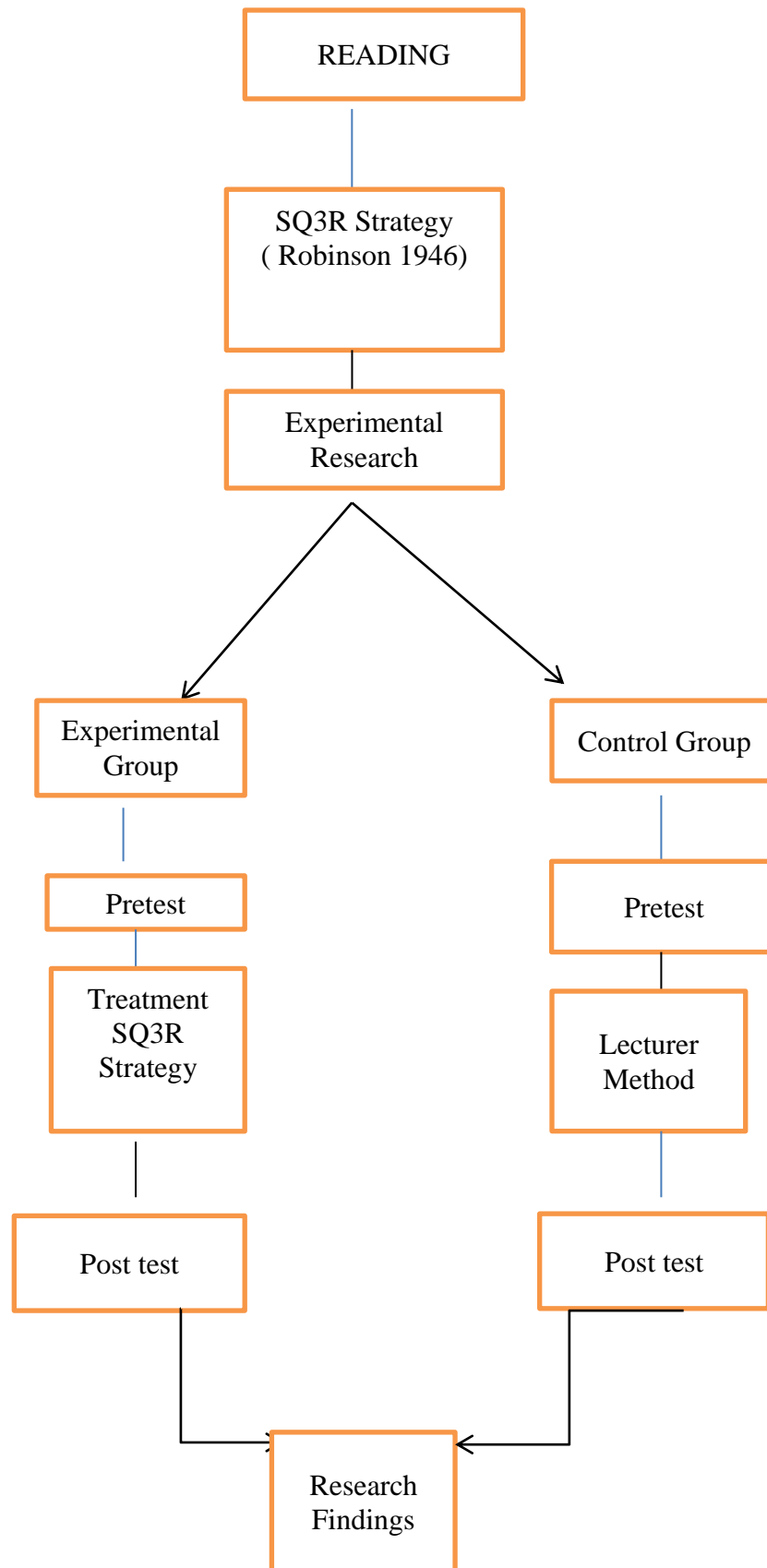
C. Conceptual Framework

The existence of these two factors will greatly affect the understanding of

what is being read. Therefore, it is assumed that students with high reading comprehension skills would also achieve high achievement in English language learning. Vice versa, students with low reading comprehension skills would also have low English language achievement.

The concept of learning comprehension with the SQ3R model is used especially in reading comprehension material because it will make it easier for students to read the contents of the text or reading material they read.

In the 2013 curriculum (K13) which is applied at Taman Siswa High School Medan, North Sumatra. SQ3R reading comprehension material is divided into 2 stages, namely pretest and posttest. For more details can be seen in the following framework:



D. Hypothesis

According to Sudjana (2005:219), a hypothesis is a temporary assumption or conjecture about something that is made in order to explain something that is often required for checking. Based on the above conceptual studies found in the study, the research hypothesis above is as follows:

H^o = There is no significant effect on The Effect of Teaching Reading Strategy SQ3R to the Students' Achievement in Reading Skills. Hypothesis accepted if $t_{hitung} < t_{tabel}$ with degrees of freedom (dk) = n-2 and 95% significance level.

H^a = There is significant effect on The Effect of Teaching Reading Strategy SQ3R to the Students' Achievement in Reading Skills. Hypothesis accepted if $t_{hitung} > t_{tabel}$.

CHAPTER III

RESEARCH METHOD

3.1. Location and Time of Research

This research was conducted at SMA Taman Siswa Medan. The implementation would be carried out in class XI Years 2022/2023 which is located at jln.Singosari No 11, Sei Rengas Permata, Medan Area kecamatan, North Sumatera 20214.

This research was carried out in the even semester, academic year at 2022 /2023. The research was conducted before the end of semester exam was carried out, so as not to interfere with the implementation of the final semester. The first action research would be conducted on 13 June 2023 for the first meeting and on 22 June 2023, School SMA Taman Siswa Medan North Sumatera Utara.

3.2. Population and Sampel

3.2.1. Population

The population of this study was comprised of grade XI students, totaling 88 students. The researcher then divided the two classes, namely the experimental and control classes, the experimental class is XI IPS and the control class is XI IPA. The purpose of selecting samples is to allow researcher to see if there is an influence on the use of the SQ3R strategy by dividing the control class and experimental class samples. The class totaled 88 populations, as well the experimental class is 44 students and the control class is 44 students. Which all populations are used as research samples using total sampling.

Table 1 : Population Research

NO	Class	Population
1.	Experimental XI IPS A	22
2.	Control XI IPS B	22
3.	XI IPA A	24
4.	XI IPA B	20
Total Number		88

3.2.2. Sample

According to (Sugiyono,2012:81), the sample is part of the number of characteristics possessed by the population. Here, the researcher took the entire sample size of class XI students at Taman Siswa Medan High School. Because this study was less than 100 people, the entire population was used as a sample, totaling 88 students using the total sampling method (Sugiyono, 2007: 102). The researcher then divided the class into two, namely the experimental class and the control class, where the sample size for each class is 44 students. The sample of this study can be seen in the Table below.

Table 2 Sampel Research

NO	Class	Population	Sampel
1.	Experimental XI IPS	44	44
2.	Control XI IPA	44	44
Total		88	88

3.3. Research Design

This type of research is quantitative. This research is said to be quantitative because the data used is in the form of numbers. The sampling technique in this study is total sampling. Total sampling is a sampling technique where the sample size is the same as the population (Sugiyono, 2007: 81). The reason the researcher took this total sampling is because, according to Sugiyono, if the number of samples is less than 100, then the entire population is used as a sample for all research. So the sample size of this study was 44 students, who were divided into two groups, namely the experimental class and the control class.

The experimental group would be taught using the SQ3R strategy, while the control group would be taught using the lecture method. Then the two groups were given a pretest and a posttest. This test is given to students to determine the difference in their average scores. The treatment was conducted after the pretest. Students are gathered in class to be treated. This treatment was carried out to determine the extent to which students understand the method explained by the researcher, so that the researcher can clearly analyze the causal factors. Then, after

being given treatment, the experimental group would be taught using the SQ3R method, while the control group would be taught using the lecture method. The experimental group would be taught using the SQ3R method, while the control group would be taught using the lecture method. Then the two groups were given a pretest and a posttest. This test is given to students to determine the difference in their average scores.

3.4 Research Variables

The research variable is the object of research, or what is the point of attention of a study (Arikunto, 2002) in a study experimental research, there are two kinds of variables: independent variables and dependent variables. The independent variable is the variable that affects something, often called the cause variable, while the dependent variable is the effect variable. The variables contained in this study are:

1. The independent variable is the SQ3R strategy the SQ3R method is a method of reading for study purposes aimed at understanding and mastering the content of reading, which includes survey (skimming), question (making guiding questions), read (reading in its entirety), recite (answering questions, finding main ideas, retelling), and review (discussing answers and rereading reading).
2. The dependent variable is the ability to understand the dependent variable is the ability to understand reading for children with learning difficulties who have difficulty understanding the content of reading in descriptive texts.

Reading comprehension is a reading activity that is carried out intensively, namely reading the reading, finding the main idea, answering questions, and retelling the reading orally.

3.5 Instrument of the Research

In this study, researcher used a multiple-choice test consisting of 20 questions as a data collection instrument. The reason researcher used multiple choices was to facilitate the assessment process. Multiple-choice questions can also provide objective assessment results because the correct answers are clearly defined. Researcher can quickly and easily evaluate student answers by simply looking at the answer choices they make. Each correct answer will be given a score of 5, if the answer is wrong, then no score or 0. So the maximum value of the test is 100. This test was taken from the book *Mahir Menanggapi Ujian Nasional (UN) and Ujian Sekolah (US) SMA/MA IPA 2012/2013 5 Years* by Tim Widya Gamma. Data collection in research is the most important part of conducting a study.

This research data was collected using tests. Then each group would be given three procedures a pretest, a treatment, and a posttest. Researcher would give a pretest first, and then treatment would be given to the experimental group using the SQ3R method. In the last stage, the researcher would give a posttest to both groups to see the extent of students' ability to understand the SQ3R method explained by the researcher to students to understand the reading text well.

3.6 Technique for Collection Data

In collecting data, several steps were taken, as follows:

1. Giving pre-tests to both classes.
2. Collecting worksheet
3. gave the students score, experimental group and control group.
4. Provide treatment to the experimental group using the SQ3R strategy.
5. Giving post-tests to both classes
- 6.7. Scoring each student's sample answers

3.6.1 Initial Test (Pre Test)

Pre-test the first initial test would be conducted before treatment in both the experiment class and the control class. The function of the pre-test was to find out the extent of reading comprehension skills that students have before using the SQ3R reading strategy. For the experimental class and the control class.

3.6.2 Treatment

The treatment was conducted after the pretest. In the experimental group, students would be taught by the researcher using the SQ3R strategy, while the control group would be taught using the lecture method with the same material but with different treatments. The following is the learning in the experimental group :

- a. The researcher gave directions to students to form groups.
- b. The researcher gave a topic about descriptive text to students.
- c. The researcher asked students to read the text that has been given and get the main idea of what is read.

- d. Then the researcher asked students to make questions based on the information that they got in the text.
- e. The researcher asked students to review the notes and facts in the text.
- f. The researcher evaluated the results of all students in her group who listened to the affirmation.
- g. The researcher closed the lesson by summarizing the learning from reading descriptive text.

3.6.3 Final Test (Post Test)

The post-test was given after treatment. The purpose of the post test is to find out whether there is an effect on students' reading ability using the SQ3R strategy or not. The next action is that the researcher gives a test or evaluation with as many as 20 multiple-choice questions with a score of 100 if it is to find out whether there is an effect or increase in student scores after being given the SQ3R Strategy through a post-test.

3.7 Technique of Analysis Data

To process the data obtained from the research results descriptive and inferential statistical analysis would be used. Data collected the data obtained in the form of pre test scores and post test scores are then compared. Comparing the two values by asking the question whether there is a difference between the scores obtained between the pretest and post test scores. Pretest scores and post test scores. Researcher would calculate the difference in value only on the researcher would calculate the difference in value only on the average value

(mean) of the two values so that the researcher uses a technique called the t-test.

This technique is called the t-test. Analyzing the data obtained from the results of the study would be analysed using descriptive and inferential statistics. Data collected comparisons were made in the form of pretest scores and posttest scores. Then the two scores were compared by asking is there a difference between the pretest score and the Post test score? Test ("t-test") tests of score differences are only carried out on the average of the two scores, for which a technique called the t-test is used. Therefore, there was a One Group Pretest and Post test.

The research process and is quantitative in nature. The steps in compiling through this analysis process are as follows:

3.7.1 Average (Mean)

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

3.7.2 The Percentage (%) of the Average Value

$$p = \frac{f}{N} \times 100\%$$

Where:

P = Percentage number

f = the frequency for which the percentage is sought

N = Number of samples of respondents.

In this analysis, the researcher determines the level of students' ability to master the subject matter according to the procedures applied by SMA Taman

Siswa, Medan.

Table 3 Data Siswa SMA TAMAN SISWA MEDAN

INTERVAL	CATEGORY
0 – 34	Very low
35 – 54	Low
55 – 64	Currently
65 – 84	Tall
85 – 100	Very high

a. Inferential Statistical Data Analysis

In using inferential statistics, the researcher uses the t statistical technique (test). With the following stages:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}$$

Information:

Md= Mean of difference between pretest and posttest

X1 = Students' reading comprehension ability before treatment (pretest)

X2 = Reading comprehension ability of treatment students (posttest)

D = Deviation of each subject

$\sum X^2 d$ = Sum of squared deviations

N = Subjects in the sample

a) Find the price of "Md" using the formula :

$$Md = \frac{\sum d}{N}$$

Information:

Md = Mean of difference between pretest and posttest

$\sum d$ = Amount of gain (posttest – pretest)

N = Subjects in the sample

b) Finding the price of " $\sum x^2 d$ " by using the formula:

$$\sum X^2 d = \sum d - \frac{(\sum d)^2}{N}$$

Information:

$\sum X^2 d$ = Sum of squared deviations

$\sum d$ = the sum of the gain (post test- pre test)

N = Subjects in the sample

c) Set a price t_{Hitung} by using the formula:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Information :

Md= Mean of difference between pretest and posttest

X1 = Students' reading comprehension ability before treatment (pretest)

X2 = Students' reading comprehension ability after treatment (posttest)

D = Deviation of each subject

$\sum X^2 d$ = Sum of squared deviations

N = Subjects in the sample

d) Define decision rule or significant criteria significant test rule:

If $t_{Hitung} > t_{Tabel}$ then rejected and accepted, meaning H^0 H_1 the use of the SQ3R method has an effect on students' reading comprehension skills in the English subject of class XI SMA Taman Siswa students.

e) Set a price t_{Tabel} by looking for the t_{Tabel} distribution t with a significant

level $\alpha = 0.05$ and $dk = N - 1$

Make a conclusions whether the use of the SQ3R method affects student achievement in students' reading skills in English subject in class IPS XI SMA Taman Siswa Medan.

CHAPTER IV

DATA AND DATA ANALYSIS

4.1 The Data Collection

4.1.1 Description of Pretest English Reading Comprehension Skills of Students In Class X1 SMA Taman Siswa Medan Before Using The SQ3R Method.

Based on the results of research conducted by researcher at Taman Siswa High School Medan North Sumatra which began on June 13 to June 22, 2023, which obtained data collected by researcher during the activity through instruments given in the form of multiple choice questions of 20 questions, so that these results can be known by researcher how the ability to read comprehension of students using multiple choice questions can be known by the pretest test scores taken by students. The students' initial name of XI IPS and XI IPA in the academic year of 2023/2024 that can be identified as follows and the following are the results of the pretest test scores of Taman Siswa High School students:

Table 4 Score Pretest and posttest students' experimental group

NO	Initial Name	X1 (pretest)	X2 (Post Test)	d= X2-X1	D ²
1.	AA	50	100	25	625
2.	AK	50	100	25	625
3.	AP	65	75	10	100
4.	AFF	25	75	55	3025
5.	AWR	45	75	35	1225
6.	AA	65	80	15	225
7.	ADL	50	80	30	900
8.	ANN	55	80	25	625
9.	AFR	25	80	55	3025

10.	BA	20	80	60	3600
11.	CNS	25	80	55	3025
12.	DB	30	80	50	2500
13.	DA	55	80	25	625
14.	DR	25	80	55	3025
15.	FAA	40	80	40	1600
16.	FPP	40	80	40	1600
17.	FH	40	80	40	1600
18.	HHM	60	80	25	625
19.	HA	40	80	45	2025
20.	KB	25	85	60	3600
21.	MF	40	85	45	2025
22.	MFP	60	85	25	625
23.	MFH	25	85	60	3600
24.	MRA	30	85	55	3025
25.	MFA	60	85	25	625
26.	MHDM	65	90	25	625
27.	MRA	65	90	25	625
28.	MRR	60	90	30	900
29.	MWF	15	90	75	5625
30.	NS	65	90	25	625
31.	NS	65	90	25	625
32.	RA	65	90	25	625
33.	RS	40	90	50	2500
34.	RB	65	90	25	625
35.	R	65	80	30	900
36.	RDR	65	75	30	900
37.	RC	60	80	35	1225
38.	RNA	40	85	55	3025
39.	RS	50	75	45	2025
40.	RDN	30	95	65	4225
41.	SM	30	95	65	63
42.	SS	40	95	55	3025
43.	SR	45	95	50	2500
44.	ZM	15	95	80	6400
Total		1990	3785	1795	81163

To find the average value of pretest students in class experiment XI IPS SMA Taman Siswa Medan North Sumatera. Can be seen in the Table below:

Table 5 Calculation to find the mean value of the student pretest average

X	F	F.X
15	2	30
20	1	20
25	6	150
30	4	120
40	8	320
45	2	90
50	4	200
55	2	110
60	5	300
65	10	650
Total	44	1990

From the results of the data above, it can be seen that the value of $\sum f \cdot x = 1990$, while the value of N is 44. Therefore, the average value (mean) can be obtained as follows:

$$\begin{aligned}\bar{X} &= \frac{\sum_{i=1}^k f x_i}{n} \\ &= \frac{1990}{44} \\ &= 45.22\end{aligned}$$

Table 6 Calculation to find the mean value of the student posttests average

X	F	F.X
75	5	375
80	15	1120
85	7	595
90	9	810
95	5	950
100	2	200
TOTAL	43	4050

$$\begin{aligned}\bar{X} &= \frac{\sum_{i=1}^k f x_i}{n} \\ &= \frac{4050}{43} \\ &= 94.18\end{aligned}$$

From the above calculations, it was obtained that the pretest score of the experimental class in the reading ability of students in English subjects before using the SQ3R method treatment, which was 45.22. while the post test score of the experimental class increased more after using the SQ3R strategy with an average value of 94.18. This shows that there is an influence in using the SQ3R strategy on class XI students of SMA Taman Siswa Medan which is categorized in the guidelines for mastering learning material in accordance with the procedures designed by SMA Taman Siswa in English lessons, then the information of students can be seen in the following Table:

Table 7 Pretest Reading Comprehension Skill Level

Interval	Categori	Frekuensi(f)	Percentage(%)
85-100	Very high	23	0.6
65-84	High	20	0.57
55-64	Medium	0	0
35-54	Very low	0	0
0-34	Low	0	0
	Total	43	0

Based on the data that can be seen in the Table above, it can be concluded that the student learning outcomes at the pretest stage were achieved using a multiple-choice question instrument with a total of 20 questions. There are students who get very low scores, namely 0 students; high scores of 20 students,

or 0.57%; and very high scores of as many as 23 students, or 0.6%. Looking at the percentage results obtained by researchers, it is said that the level of students' reading comprehension skills after using the SQ3R strategy is high, which is 94.18, so that researcher can conclude that this strategy shows very influential results for students after applying the SQ3R strategy in students' park high school so as to increase students' knowledge in their reading skills, especially in the form of description text.

Table 8 description of the completeness of reading comprehension skills in english subjects posttest

Interval	Category	Frekuensi	Percentage(%)
0-64	Not Complete	0	0
65-100	Complete	43	1
Total		43	1

So from the criteria for the completeness of student learning outcomes determined by the researcher, namely if the number of students who reach or exceed the KKM value (75) is at much as 75%. So it can be concluded by researcher that the reading comprehension ability of students in English class XI IPS SMA Taman Siswa Medan North Sumatra has not met the criteria for effective reading comprehension ability because 43 students are complete 1% .

4.1.2 Description of (*PostTest*) English Reading Comprehension Skills Of Students in Class X1 SMA Taman Siswa Medan After Using The SQ3R Method.

During the research activities at school there were changes in the class

after being given treatment. Changes in students' reading comprehension skills whose data were obtained by researcher after being given a post test. These changes can be seen in the following Table data:

Data on the acquisition score of students' reading comprehension ability in English class XI SMA Taman Siswa Medan after the use of the SQ3R learning method.

Table 9 Score Post test and pretest Students' Control Group

NO	INITIAL NAME	X1 (PRETEST)	X2 (POSTTEST)	D= X2-X1	D ²
1	AS	15	80	65	4225
2	AHS	15	90	75	5625
3	ARS	15	95	80	6400
4	AN	15	90	75	5625
5	AL	20	95	75	5625
6	AA	20	85	65	4225
7	AR	25	85	60	3600
8	ACC	25	80	55	3025
9	BF	25	85	60	3600
10	DE	25	85	60	3600
11	FTA	25	95	70	4900
12	FS	25	95	70	4900
13	GFN	30	95	65	4225
14	HSP	30	90	60	3600
15	IM	30	95	65	4225
16	MARS	35	85	50	2500
17	MRF	35	85	50	2500
18	MA	35	80	45	2025
19	MAD	40	95	55	3025
20	MIB	40	85	45	2025
21	NSI	40	85	45	2025
22	RR	45	85	40	1600
23	WA	45	90	45	2025
24	DRA	45	90	45	2025
25	AR	45	90	45	2025
26	DF	45	95	50	2500

27	MZ	45	95	50	2500
28	MIP	50	95	45	2025
29	MFCA	50	95	45	2025
30	MIQ	50	95	45	2025
31	MRSN	55	85	30	900
32	MR	55	85	30	900
33	RW	55	100	45	2025
34	RRI	55	100	45	2025
35	RRN	55	95	40	1600
36	RWD	55	90	35	1225
37	SHI	55	85	30	900
38	SDH	55	85	30	900
39	SRA	60	95	35	1225
40	TPP	60	90	30	900
41	UDR	65	80	15	225
42	VZ	65	80	15	225
43	YH	65	90	25	625
44	MYRF	65	85	20	400
	TOTAL	1805	3930	2125	114325

To find the mean (average) of the post test scores of the XI IPA class control grup students of SMA Taman Siswa Medan in the following Table:

Table 10 Calculation Table to find the mean (average) value of pretest scores control

X	F	F.X
15	4	60
20	2	40
25	6	150
30	3	90
35	3	105
40	3	120
45	6	270
50	3	150
55	8	440
60	2	120
65	4	260
TOTAL	44	1805

From the data on the pretest results above, it can be seen it can be seen that the value of $\sum f \cdot x = 1805$, while the value of N is 44. Therefore, the average value (mean) can be obtained as follows:

$$\begin{aligned}\bar{X} &= \frac{\sum_{i=1}^k f x_i}{n} \\ &= \frac{1805}{44} \\ &= 41.02\end{aligned}$$

Table 11 Calculation Table to find the mean (average) value of post test scores

X	F	F.X
55	8	440
65	14	910
70	10	700
75	9	675
80	1	80
TOTAL	42	2805

From the data on the post test results above, it can be seen it can be seen that the value of $\sum f \cdot x = 2805$, while the value of N is 42. Therefore, the average value (mean) can be obtained as follows:

$$\begin{aligned}\bar{x} &= \frac{\sum_{i=1}^k f x_i}{n} \\ &= \frac{2805}{42} \times 100 \\ &= 66.78\end{aligned}$$

From the results of the above calculations during the research activities, the value obtained by researcher from the average value of students in reading comprehension skills in English language subjects in class XI IPA SMA Taman Siswa Medan North Sumatera. After the application of the SQ3R method is 66.78

of the ideal score of 80. On the subject matter mastery guidelines in accordance with the procedures designed by SMA Taman Siswa Medan, the student information can be seen as follows:

Table 12 Reading comprehension skill level post test

Interval	Categori	Frekuensi(f)	Percentage(%)
85-100	Very high	1	0.02
65-84	High	34	1
55-64	Medium	0	0
35-54	Very low	0	0
0-34	Low	8	0.23
Total		34	1

Based on the data that can be seen in the Table above, it can be concluded that the learning outcomes of control class students are lower than those of the experimental class. Researcher used multiple choice instruments with a total of 20 questions. If categorized, students who get low scores are 8 people or 0.23% and students who get high scores are 34 people or 0.3%. Looking at the percentage results obtained by researcher, it is said that the level of students' reading comprehension ability before the SQ3R strategy is applied is low, which is 66.78.

Table 13 description of reading comprehension completeness of reading English subject post test

Interval	Category	Frekuensi	Percentage(%)
0-64	Not Complete	0	0
65-100	Complete	34	1
Total		34	1

So from the criteria for the completeness of student learning outcomes that have been determined by researcher, namely, if the number of students who reach or exceed the KKM (75) is 34%, So it can be concluded by researcher that the reading comprehension ability of control class students in english subjects in class XI IPA SMA Taman Siswa Medan North Sumatra meets the criteria for reading comprehension ability, which is very influential with the value of all students who have completed 34

4.2 The Data Analysis

The effect of the SQ3R method of learning english comprehensions on students in class XI IPS SMA Taman Siswa Medan. In accordance with the research activities carried out directly by researcher at SMA Taman Siswa, this research is in accordance with the research hypothesis, namely " there is an effect of using the SQ3R method on reading comprehension skills in english subjects, especially students of XI IPS and XI IPA SMA Taman Siswa Medan North Sumatera", Then the technique used by researcher is the technique used to test the hypothesis is an inferential statistical technique using the t-test. The following is a pretest and posttest data analysis Table:

Table 14 Analysis Score Pretest and Posttest class experimental

NO	Initial Name	X1 (pretest)	X2 (Post Test)	d= X2-X1	D ²
1.	AA	50	75	25	625
2.	AK	50	75	25	625
3.	AP	65	75	10	100
4.	AFF	25	80	55	3025
5.	AWR	45	80	35	1225
6.	AA	65	80	15	225

7.	ADL	50	80	30	900
8.	ANN	55	80	25	625
9.	AFR	25	80	55	3025
10.	BA	20	80	60	3600
11.	CNS	25	80	55	3025
12.	DB	30	80	50	2500
13.	DA	55	80	25	625
14.	DR	25	80	55	3025
15.	FAA	40	80	40	1600
16.	FPP	40	80	40	1600
17.	FH	40	80	40	1600
18.	HHM	60	85	25	625
19.	HA	40	85	45	2025
20.	KB	25	85	60	3600
21.	MF	40	85	45	2025
22.	MFP	60	85	25	625
23.	MFH	25	85	60	3600
24.	MRA	30	85	55	3025
25.	MFA	60	85	25	625
26.	MHDM	65	90	25	625
27.	MRA	65	90	25	625
28.	MRR	60	90	30	900
29.	MWF	15	90	75	5625
30.	NS	65	90	25	625
31.	NS	65	90	25	625
32.	RA	65	90	25	625
33.	RS	40	90	50	2500
34.	RB	65	90	25	625
35.	R	65	95	30	900
36.	RDR	65	95	30	900
37.	RC	60	95	35	1225
38.	RNA	40	95	55	3025
39.	RS	50	95	45	2025
40.	RDN	30	95	65	4225
41.	SM	30	95	65	63
42.	SS	40	95	55	3025
43.	SR	45	95	50	2500
44.	ZM	15	95	80	6400
Total		1990	3785	1795	81163

4.3 Testing Hypothesis

The steps in calculating hypothesis testing are as follows:

1. Find the price of "Md" by using :

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{1795}{44} \\ &= 40.79 \end{aligned}$$

2. Find the price of " $\sum x^2 d$ " by using the formula:

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 81163 - \frac{(1795)^2}{N} \\ &= 81163 - \frac{3.222.025}{44} \\ &= 81163 - 73.227.84 \\ &= 7.935.16 \end{aligned}$$

3. Determining the price of t_{Hitung}

$$\begin{aligned} t &= \frac{Md}{\sqrt{\frac{\sum x^2 d - d}{N(N-1)}}} \\ t &= \frac{40.46}{\sqrt{\frac{7.935.16}{44(44-1)}}} \\ t &= \frac{40.46}{\sqrt{\frac{7.935.16}{44(43)}}} \\ t &= \frac{40.46}{\sqrt{\frac{7.935.16}{1892}}} \end{aligned}$$

$$t = \frac{40.46}{\sqrt{4.194}}$$

$$t = \frac{40.46}{2.04}$$

$$t = 19.83$$

4. Determine the price of t_{tabel}

To find t_{tabel} researcher use the t distribution Table with a significant level $\alpha = 0.05$ and d.b = $N - 2 = 44 - 2 = 42$ then obtained $t_{0.05/2} = 0.025$. After obtained $t_{hitung} = 19.83$ and $t_{tabel} = 2.018$ then obtained $t_{hitung} > t_{tabel}$ or $19.83 > 2.018$. So it can be concluded that H_0 is rejected which reads that there is no influence in the use of the SQ3R method on the ability to read comprehension of English subjects for students of XI SMA Taman Siswa Medan and H_a is accepted which reads that there is an influence in the use of the SQ3R method on the ability to read comprehension in English subjects at Taman Siswa Medan High School, North Sumatra.

Based on the results of the research described in section B, namely the results of the research during the sample data collection above and in this section B, a Discussions of the results of descriptive statistical analysis of the students' pretest and posttest scores can be described as follows:

a. Students' pretest scores before using the SQ3R method

Based on the processing of the descriptive data results above, the data above shows the reading comprehension ability of students in class XI IPS can be concluded that the student learning outcomes at the pretest stage were achieved by using a multiple choice question instrument with a total of 20 questions. There are

students who get very low scores, namely 0 students; high scores as many as 20 students or 0.57% and very high scores as many as 23 students or 0.6%. with an average score of 45.22 Seeing the results of the existing percentage, it can be said that the learning outcomes of students before the use of the SQ3R method are low.

b. Students' posttest scores after using the SQ3R method

Based on the results of the previous descriptive data processing, it appears that understanding in class XI IPS was low before using the SQ3R method. After using the SQ3R method, student learning outcomes have increased, as can be seen from the results of the student posttest, which her an average value of 94.18. So student learning outcomes after using the SQ3R method have been better compared to the lecture method applied at school so far. In addition, the percentage of students' reading comprehension category completeness in the SQ3R method in English subjects has increased, namely, there are no students or 0% who are in the very low, low, medium, high, and very high categories. While there were 20 students, or 0.6%, who got high scores, and 23 students, or 0.57%, got very high scores, Then, after the use of SQ3R, which was applied at Taman Siswa High School, especially in the XI IPS experimental class, the completeness of student learning outcomes reached 100%, where all students completed learning. The percentage that can be said to be complete after using the SQ3R method with a high category is 94.18%.

4.4 Findings and Discussions

a. Findings

Based on the results of inferential statistical analysis using the t test, it is

known that the t_{hitung} value is equal to 19.83 with a frequency (dk) of $44-2 = 42$, with a significant level of 5% obtained t_{tabel} 2.018. Therefore $t_{hitung} > t_{tabel}$ at a significant level of 0.05, so it can be concluded that the null hypothesis H_0 rejected which reads that there is no effect in the use of the SQ3R method on the ability to read comprehension in English class XI IPS SMA Taman Siswa and H_a accepted which reads that there is an influence in the use of the SQ3R method on the ability to read comprehension in english subjects in class XI IPS SMA Taman Siswa Medan.

From the results of the data analysis above, it shows that there is an influence of the SQ3R method on reading comprehension skills in the English subject at Taman Siswa High School. It was concluded that there was an increase in student learning outcomes on students' reading abilities after using the SQ3R method.

b. Discussions

The data analyzed by this researcher is the result of the english learning data of XI grade students at Taman Siswa High School in the form of descriptive text. Data from the post-test results given at the end of the student's study. In this study, the researcher divided the participants into 2 groups, namely the experimental group and the control group, where the object sample was made up of XI grade students at Taman Siswa Medan High School. The score of students' English learning outcomes is a result of the use of the SQ3R strategy in the experimental group, so the results of the high average score are 94.18. This strategy has an effect on increasing scores in the experimental group by using the SQ3R strategy, while the control group that is not given the application using the

SQ3R strategy gets low scores, with an average score of 66.78. This shows that the SQ3R strategy has an effect on students' reading skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

After discussing the results of the above research on the effect of teaching reading strategy SQ3R to the students' achievement in reading skills then the researcher draws the following conclusions:

1. Based on the processing of descriptive data results above, the data above shows the reading comprehension ability of students in class XI IPS. It can be taught concluded that student learning outcomes at the pretest stage were achieved by using a multiple choice question instrument with a total of 20 questions. There are control classes that get very low scores with an average score of 68.14, namely 0 students, high scores as many as 20 students or 0.57%, and very high scores as many as 23 students or 0.6%. Looking at the percentage results, it can be said that student learning outcomes before using the SQ3R method were low. However, after using the SQ3R method, student learning outcomes improved, as seen from the results of the student posttest which her an average score of 94.18. So students' learning outcomes after using the SQ3R method are better than the lecture method applied at school so far. In addition, the percentage of students' reading comprehension category completeness in the SQ3R method in English subjects has increased, namely there are no students or 0% who are in the very low or low category. Meanwhile, there were 20 students or 0.6% who scored high and 23 students or 0.57% who scored very

high. Then, after the use of the SQ3R method was applied at SMA Taman Siswa, especially in the experimental class XI IPS, the completeness of student learning outcomes reached 100%, where all students completed learning. The percentage that can be said to be complete after using the SQ3R method method with a high category is 94.18%.

2. Based on the hypothesis testing that has been done by researcher, it can be concluded that the use of the SQ3R method has an effect on students' reading skills after being obtained $t_{hitung} = 19.83$ and $t_{tabel} = 2.018$ then obtained $t_{hitung} > t_{tabel}$ or $19.83 > 2.018$.

B. SUGGESTIONS

Based on the results of this study, the researcher proposed the following SUGGESTIONS:

1. For English teachers, it is recommended to use more creative learning methods to attract students to think critically in learning students' reading comprehension especially in learning descriptive text.
2. For researcher is expected, to further develop the use of the SQ3R method by applying the material with other subjects, whether this method is suitable to be developed with other subject methods.
3. To prospective researcher, in order to strengthen and develop this method by studying in advance to get good research results.

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APPENDICES

LESSON PLAN

APPENDIX I
LESSON PLAN
(EXPERIMENTAL GROUP)

School	: SMA Taman Siswa
Subject	: English
Class/Semester	: XI/ dua (2)
Skill	: Reading
Materi	: Method SQ3R
Time Alocation	: 2x45 Minutes

I. CORE COMPETENCIES

1. Accept and carry out the teachings of the religion they adhere to.
2. Have honest, disciplined, responsible, courteous, caring and confident behavior interactions with family, friends and teachers.
3. Understand factual knowledge by observing (hearing, seeing, reading) and asked based on curiosity about himself, a created being God and his activities, and the objects he encounters at home, at school.
4. Presenting factual knowledge in clear and logical and systematic language, in works that are aesthetically pleasing in a movement that reflects a healthy, and deep child actions that reflect the behavior of children of faith and noble character.

II. BASIC COMPETENCY :

3.7 Exploring new knowledge contained in descriptive text

III. Indicators:

A. Cognitive

1. Products

- Able to answer questions based on the content of the reading.
- Able to give the main idea / conclusion from the text read in the book

2. Process

- Determine the words or sentences that will be used as material for questions
- Make interrogative sentences whose answers are relevant to the content of the reading.

B. Affective

- Able to classify behaviors that can hinder speed read.

IV. Learning objectives

A. Cognitive

1. Products

- After reading the reading text given by the teacher, students can answer 5 (five) questions based on the content of the reading.

-After reading the reading text, students are able to determine words or sentences

which will be used as material for questions in accordance with the Student Activity Sheet

- Based on the words or sentences that have been marked, students can make interrogative sentences whose answers are relevant to the content of the reading.

B. Affective

- With the guidance of the teacher, students can classify the behaviors that are can hinder reading speed.

Learning Method : SQ3R

VI. Learning steps

A. Pre-Activity	
Teacher	<ol style="list-style-type: none"> 1. greeting 2. Ask the class leader to lead the prayer 3. Conduct student attendance.
B. Preliminary Activities	
Apperception:	
Teacher	<ol style="list-style-type: none"> 1. Doing questions and answers about the reading ever read or liked by students. For example : <ul style="list-style-type: none"> - What is the title of the story you have read? - What's the story? - How long did it take to finish reading the passage?
Destination Exploration	

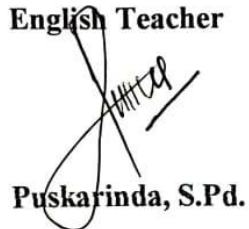
Teacher	<ol style="list-style-type: none"> 1. Provide information about the materials and activities that will be done. 2. Provide information about the learning objectives to be achieved after learning takes place 3. Presenting the steps during the process learning takes place
C. Core Activities	
Teacher Activity	<ol style="list-style-type: none"> 1. Give the same reading text to each student 2. Guide students to mark the word/ sentences that will be used as material for questions (survey). 3. Guiding students to make questions that the answer is relevant to the word /sentence that has been tagged (Question) 4. Guiding students to read the reading text in a manner whole (read). 5. Give opportunity to students to mention questions that have been made and the answers (Recite or Recall) 6. Give students the opportunity to review return the interrogative sentence that has been made along with it the answer is in accordance with the contents of the reading (Reviews)
Activity Students'	<ol style="list-style-type: none"> 1. Put a mark on the word/sentence that will be used material questions (Survey). 2. Make questions whose answers are relevant to marked words/sentences (Question). 3. Read the reading text as a whole (Read). 4. Mention the questions that have been made along with answer (Recite or Recall) 5. Review the interrogative sentences that have been made along with them the answer is in accordance with the contents of the reading (Review).
D. Final Activities	
Teacher	<ol style="list-style-type: none"> 1. The teacher conducts a quick reading assessment of a text reading to students. 2. The teacher motivates students to be more diligent in reading books or articles to broaden knowledge.
Students'	<ol style="list-style-type: none"> 1. Carry out an individual test of speed reading of a text reading. 2. Listen to motivation from the teacher to be more diligent read books or articles to expand knowledge.

Evaluation

1. Individual task Students are asked to do an assignment in the form of a dialog.
2. Group Task in the form of groups, students are asked to make a dialog about Expression Intention.


Medan, june 2023

English Teacher



Puskarinda, S.Pd.

Researcher



Nova Pravita Sari
NPM. 1902050134

Know By:

Head Master



Activities	Learning Steps	Time Allocation
<p>Introduction (Preparation/Orientation)</p> <p>Apperception</p> <p>Motivation</p> <p>Giving Reference</p>	<ul style="list-style-type: none"> ○ The teacher opens with an opening greeting, greets the students, asks about the students' condition, and prays to start the learning. ○ The teacher checks the attendance of the learners as an attitude of discipline. ○ The teacher invites students to be grateful for their health and the opportunity to come to school especially to learn English and invites students to always be enthusiastic and responsible in carrying out today's learning process. ○ The teacher presents the material and learning objectives that will be delivered. ○ Motivate learning, then ask questions that relate to previous learning knowledge. ○ Provide brain storming in the form of questions that are appropriate to the material to be presented such as: Good morning student? - How are you today? - What are you going to do? 	60 minute
<p>Core Activity Literacy</p>	<ul style="list-style-type: none"> ○ Learners learn to find the main idea, detailed information and specific information from the description text read. ○ With the guidance and direction of the teacher, learners question, among others, the differences between various description texts in English, especially regarding social functions, text structures, and linguistic elements. ○ Learners question the 	

	<p>main idea, detailed information and specific information from a descriptive text about people.</p> <ul style="list-style-type: none"> ○ Learners report the results of group discussions at the observing stage and are responded to by other groups. ○ Learners in groups read descriptive texts about people who have been brought with proper pronunciation, word stress and intonation. ○ Learners in pairs find the main idea, detailed information and specific information as well as the social function of the descriptive text read/heard 	
Creativity (creativitas)	<ul style="list-style-type: none"> ○ Teacher and students together conclude the learning about the social function, text structure and about descriptive text. 	
Closing	<ul style="list-style-type: none"> ○ Summarize and provide feedback on the learning process and results ○ Conduct follow-up activities in the form of giving individual assignments ○ Inform the learning activity plan for the next meeting. 	10 minute

C. Assesment

1. Affective

Attitude assessment: honesty and independence in working on exercise questions, active in working on group discussions, time discipline in following the lesson and learning. Working on group discussions, time discipline in following the learning and responsible in doing assignments until the stage of collecting assignment results.

2. Knowledge

Students' knowledge of text structure, linguistic elements is evaluated using written/oral tests and assignments in the form of working on questions.

Using written/oral tests and assignments in the form of working on questions.

D. Evaluation

1. Individual task

Students are asked to do an assignment in the form of a dialog.

2. Group Task

In the form of groups, students are asked to make a dialog about Expression Intention.

Medan, 15 June 2023


English Teacher

Puskarinda, S.Pd.

Researcher


Nova Pravita Sari
 NPM. 1902050134

Know By:


 Head Master
Kirdis Dwi Gatut Satrivono
 NPA : 4154

INSTRUMENT PRETEST AND POSTTEST QUESTIONS

Name : Abil Abdullah
 Class : XI IPS Experimental
 School : SMA Taman Siswa

Pre-test and posttest of Reading Comprehension in Descriptive Text

Direction

1. Write your name and class on your answer sheet!
2. Read the text then answer the question by crossing a,b,c and d!
3. You may not cheat with your friend!
4. Check your answer before submitting!

Read the text to answer question number 1 to 4

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers.

The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT WaskitaKarya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

1. Suramadu's bridge also known as....

A. Longest bridge	C. Surabaya-Madura bridge
B. sura and madu	D. toll bridge

2. Suramadu's bridge connects the island....

A. Java and Sumatra	C. Sumatra and Kalimantan
B. Java and Bali	D. Java and Madura

3. Length of the Suramadu's bridge is....

A. 5.400 meters	C. 494 meters
B. 192 meters	D. 526 meters

4. The following statement is true, except
- A. Suramadu's bridge is also known Surabaya-Madura bridge
 - B. the long of Suramadu's bridge is 5400 meters
 - C. suramadu's bridge connects the islands of Java and Madura
 - D. The bridge was built by Surabaya government

. **Read the text to answer question number 5 to 9**

Bawang Merah And Bawang Putih

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores. One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

5. What is the story about?

- A. Malin Kundang
- B. Bawang Putih & Bawang Merah
- C. Sangkuriang
- D. Tangkuban Perahu

6. Who Is Bawang Merah?

- A. Bawang Putih's Mother
- B. Bawang Putih's Step Sister
- C. The Old Woman
- D. The Pumpkin's Owner

7. Who Gave The Clothes Back To Bawang Putih

- A. The Old Woman
- B. Bawang Merah
- C. Her Step Mother
- D. River

8. Why Were Bawang Merah And Mother Screaming?

- A. They Found Jewelries
- B. Mother's Clothes Fell Down To The River
- C. Both Of Them Realized Their Mistakes
- D. There Were A Lot Of Snakes Inside The Pumpkin

9. Why Did Bawang Merah And Mother Say Apologize To Bawang Putih?

- A. They Found Jewelries
- B. Mother's Clothes Fell Down To The River
- C. Both Of Them Realized Their Mistakes
- D. There Were A Lot Of Snakes Inside The Pumpkin

. **Read the text to answer question number 10 to 11**

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and

parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D' Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is an other favourite place to visit.

10. What is the monologue about?

- | | |
|---------------|---------------------|
| A. Paris | C. Notre Dame |
| B. The Louvre | D. The crowded city |

11. What has become the symbol of Paris?

- | | |
|------------------|----------------------|
| A. The Louvre | C. The Eiffel Tower |
| B. The Cathedral | D. The lovely garden |

Read the text to answer question number 12 to 15

Adam's Diary

May 2010 23 Sunday. When I got up, I felt ill, I went back to bed. Mum called the doctor. But he couldn't come, because he was ill too.

24 Monday. The doctor come at 11 O'clock. He wrote a prescription for some medicine.

Mum bought it in the drugstore. It was horrible. Yuck!

25 Tuesday. Dad bought me model aeroplane. I read the instructions, but I couldn't make it, because the dog ate the glue.

12. What happened at 23rd May to Adam?

- | | |
|----------------------------|--------------------|
| A. He Couldn't Come | C. He Felt Ill |
| B. He Wrote A Prescription | D. He Was Slipping |

13. Who called the doctor?

- | | |
|-----------|-----------|
| A. Father | C. Mother |
| B. Adam | D. Doctor |

14. What did the doctor write at 24th?

- | | |
|--------------------|-------------------------|
| A. Instructions | C. Address Of Drugstore |
| B. Model Aeroplane | D. Prescription |

15. Adam could not make the aeroplane, why? Because...

- | | |
|-------------------------|---------------------------|
| A. He Felt Ill | C. The Doctor Was Ill Too |
| B. The Dog Ate The Glue | D. Mum Bought Medicine |

Read the text to answer question number 16 to 20

When I was in elementary school, I really loved football. Every Saturday afternoon I practiced in school field with my team and my coach. They were strong and smart players.

The coach was coaching very discipline. He would grounded anyone who came

late and not obey the team rules.

16. When did the writer really love football?

- A. When He Was In Elementary School
- B. Every Saturday Afternoon
- C. When He Came Late And Not Obey The Team Rules
- D. When He Was In Junior High School

17. Where the writer used to play football...

- A. In Stadium
- B. In The Sport Hall
- C. In His Own Field
- D. In A School Field

18. How Was The Couch Coaching Him?

- A. Strong
- B. Smart
- C. Discipline
- D. Lazy

19. The coach grounded players because they.....

- A. Smart
- B. Come Late
- C. Smart
- D. Play Football

20. How many paragraphs of the text...

- A. 2 Paragraph
- B. 1 Paragraph
- C. 3 Paragraph
- D. 4 Paragraph

ANSWER SHEET PRE-TEST

Name : Abil Abdullah
Class : XI IPS Experimental
School : SMA TAMAN SISWA

Please Give the Cross (X) to the Right Answer.

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Name : Abil Abdullah
 Class : XI IPS Experimental
 School : SMA Taman Siswa

Post-test of Reading Comprehension in Descriptive Text

Direction

1. Write your name and class on your answer sheet!
2. Read the text then answer the question by crossing a,b,c and d!
3. You may not cheat with your friend!
4. Check your answer before submitting!

Read the text to answer question number 1 to 4

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers.

The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT WaskitaKarya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

1. Suramadu's bridge also known as....

- | | |
|-------------------|---------------------------|
| A. Longest bridge | C. Surabaya-Madura bridge |
| B. sura and madu | D. toll bridge |

2. Suramadu's bridge connects the island....

- | | |
|---------------------|---------------------------|
| A. Java and Sumatra | C. Sumatra and Kalimantan |
| B. Java and Bali | D. Java and Madura |

3. Length of the Suramadu's bridge is....

- | | |
|-----------------|---------------|
| A. 5.400 meters | C. 494 meters |
| B. 192 meters | D. 526 meters |

4. The following statement is true, except
- A. Suramadu's bridge is also known Surabaya-Madura bridge
 - B. the long of Suramadu's bridge is 5400 meters
 - C. suramadu's bridge connects the islands of Java and Madura
 - D. The bridge was built by Surabaya government

. **Read the text to answer question number 5 to 9**

Bawang Merah And Bawang Putih

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores. One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

5. What is the story about?

- A. Malin Kundang
- B. Bawang Putih & Bawang Merah
- C. Sangkuriang
- D. Tangkuban Perahu

6. Who Is Bawang Merah?

- A. Bawang Putih's Mother
- B. Bawang Putih's Step Sister
- C. The Old Woman
- D. The Pumpkin's Owner

7. Who Gave The Clothes Back To Bawang Putih

- A. The Old Woman
- B. Bawang Merah
- C. Her Step Mother
- D. River

8. Why Were Bawang Merah And Mother Screaming?

- A. They Found Jewelries
- B. Mother's Clothes Fell Down To The River
- C. Both Of Them Realized Their Mistakes
- D. There Were A Lot Of Snakes Inside The Pumpkin

9. Why Did Bawang Merah And Mother Say Apologize To Bawang Putih?

- A. They Found Jewelries
- B. Mother's Clothes Fell Down To The River
- C. Both Of Them Realized Their Mistakes
- D. There Were A Lot Of Snakes Inside The Pumpkin

. **Read the text to answer question number 10 to 11**

Paris is the capital city of France. It is one of the most beautiful cities in

the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D' Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is an other favourite place to visit.

10. What is the monologue about?

- | | |
|---------------|---------------------|
| A. Paris | C. Notre Dame |
| B. The Louvre | D. The crowded city |

11. What has become the symbol of Paris?

- | | |
|------------------|----------------------|
| A. The Louvre | C. The Eiffel Tower |
| B. The Cathedral | D. The lovely garden |

Read the text to answer question number 12 to 15

Adam's Diary

May 2010 23 Sunday. When I got up, I felt ill, I went back to bed. Mum called the doctor. But he couldn't come, because he was ill too.

24 Monday. The doctor come at 11 O'clock. He wrote a prescription for some medicine.

Mum bought it in the drugstore. It was horrible. Yuck!

25 Tuesday. Dad bought me model aeroplane. I read the instructions, but I couldn't make it, because the dog ate the glue.

12. What happened at 23rd May to Adam?

- | | |
|----------------------------|--------------------|
| A. He Couldn't Come | C. He Felt Ill |
| B. He Wrote A Prescription | D. He Was Slipping |

13. Who called the doctor?

- | | |
|-----------|-----------|
| A. Father | C. Mother |
| B. Adam | D. Doctor |

14. What did the doctor write at 24th?

- | | |
|--------------------|-------------------------|
| A. Instructions | C. Address Of Drugstore |
| B. Model Aeroplane | D. Prescription |

15. Adam could not make the aeroplane, why? Because...

- | | |
|-------------------------|---------------------------|
| A. He Felt Ill | C. The Doctor Was Ill Too |
| B. The Dog Ate The Glue | D. Mum Bought Medicine |

Read the text to answer question number 16 to 20

When I was in elementary school, I really loved football. Every Saturday afternoon I practiced in school field with my team and my coach. They were strong and smart players.

The coach was coaching very discipline. He would grounded anyone who came late and not obey the team rules.

16. When did the writer really love football?

- A. When He Was In Elementary School
- B. Every Saturday Afternoon
- C. When He Came Late And Not Obey The Team Rules
- D. When He Was In Junior High School

17. Where the writer used to play football...

- A. In Stadium
- B. In The Sport Hall
- C. In His Own Field
- D. In A School Field

18. How Was The Couch Coaching Him?

- A. Strong
- B. Smart
- C. Discipline
- D. Lazy

19. The coach grounded players because they.....

- A. Smart
- B. Come Late
- C. Smart
- D. Play Footbal

20. How many paragraf of the text...

- A. 2 Paragraf
- B. 1 Paragraf
- C. 3 Paragraf
- D. 4 Paragraf

ANSWER SHEET POST-TEST

Name : Abil Abdullah
Class : XI IPS Experimental
School : SMA TAMAN SISWA

Please Give the Cross (X) to the Right Answer.

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

ANSWER SHEET PRE-TEST

Name : Ahmad Sauky
Class : XI IPA Control
School : SMA TAMAN SISWA

Please Give the Cross (X) to the Right Answer.

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

ANSWER SHEET POST-TEST

Name : Ahmad Sauky
Class : XI IPA Control
School : SMA TAMAN SISWA

Please Give the Cross (X) to the Right Answer.

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

The Students' Attendance class control SMA Taman Siswa Medan
Academic Year 2023/2024

NO	Name	Pre-test	Treatment	Post-test I	Treatment	Treatment	Post-test II
		first meeting	second meeting	third meeting	fourth meeting	fifth meeting	six meeting
1	AS						
2	AHS						
3	ARS						
4	AN						
5	AL						
6	AA						
7	AR						
8	ACC						
9	BF						
10	DE						
11	FTA						
12	FS						
13	GFN						
14	HSP						
15	IM						
16	MARS						
17	MRF						
18	MA						
19	MAD						
20	MIB						
21	NSI						
22	RR						
23	WA						
24	DRA						
25	AR						
26	DF						
27	MZ						
28	MIP						
29	MFCA						
30	MIQ						
31	MRSN						
32	MR						

33	RW						
34	RRI						
35	RRN						
36	RWD						
37	SHI						
38	SDH						
39	SRA						
40	TPP						
41	UDR						
42	VZ						
43	YH						
44	MYRF						

The Students' Attendance of SMA Taman Siswa Medan

Academic Year 2023/2024

NO	Name	Pre-test	Treatment	Post-test I	Treatment	Treatment	Post-test II
		first meeting	second meeting	third meeting	fourth meeting	fifth meeting	six meeting
1	AA	✓	✓	✓	✓	✓	✓
2	AK	✓	✓	✓	✓	✓	✓
3	AP	✓	✓	✓	✓	✓	✓
4	AFFS	✓	✓	✓	✓	✓	✓
5	AWR	✓	✓	✓	✓	✓	✓
6	AA	✓	✓	✓	✓	✓	✓
7	ADL	✓	✓	✓	✓	✓	✓
8	ANN	✓	✓	✓	✓	✓	✓
9	AFR	✓	✓	✓	✓	✓	✓
10	BA	✓	✓	✓	✓	✓	✓
11	CNS	✓	✓	✓	✓	✓	✓
12	DB	✓	✓	✓	✓	✓	✓
13	DA	✓	✓	✓	✓	✓	✓
14	DR	✓	✓	✓	✓	✓	✓
15	FAA	✓	✓	✓	✓	✓	✓
16	FPP	✓	✓	✓	✓	✓	✓
17	FH	✓	✓	✓	✓	✓	✓
18	HHM	✓	✓	✓	✓	✓	✓
19	HA	✓	✓	✓	✓	✓	✓
20	KB	✓	✓	✓	✓	✓	✓
21	MF	✓	✓	✓	✓	✓	✓
22	MFP	✓	✓	✓	✓	✓	✓
23	MFH	✓	✓	✓	✓	✓	✓
24	MRA	✓	✓	✓	✓	✓	✓
25	MFA	✓	✓	✓	✓	✓	✓
26	MHDM	✓	✓	✓	✓	✓	✓
27	MRA	✓	✓	✓	✓	✓	✓
28	MRR	✓	✓	✓	✓	✓	✓
29	MWF	✓	✓	✓	✓	✓	✓
30	NS	✓	✓	✓	✓	✓	✓
31	NS	✓	✓	✓	✓	✓	✓

32	RA	✓	✓	✓	✓	✓	✓
33	RS	✓	✓	✓	✓	✓	✓
34	RB	✓	✓	✓	✓	✓	✓
35	R	✓	✓	✓	✓	✓	✓
36	RDR	✓	✓	✓	✓	✓	✓
37	RC	✓	✓	✓	✓	✓	✓
38	RNA	✓	✓	✓	✓	✓	✓
39	RS	✓	✓	✓	✓	✓	✓
40	RDN	✓	✓	✓	✓	✓	✓
41	SM	✓	✓	✓	✓	✓	✓
42	SS	✓	✓	✓	✓	✓	✓
43	SR	✓	✓	✓	✓	✓	✓
44	ZM	✓	✓	✓	✓	✓	✓

Medan, 22 juny 2023

The English Teacher



Baskarinda, S.Pd

The Researcher

Nova Pravita Sari

RESEACHER ACTIVITY LIST

NAME : NOVA PRAVITA SARI
 NPM : 1902050134
 STUDY PROGRAM : ENGLISH EDUCATION

NO	DATE	DESCRIPTION	SIGN
1	Tuesday 13-06-2023	Submit a research permit and discuss the reseacher schedule	
2	Wednesday 14-06-2023	Initial observations collected student data, made students attendance lists, and reseacher attendance lists.	
3	Thursday 15-06-2023	Discussed with the mentor teacher about what the reseacher would do and submitted the lesson plan.	
4	Friday 16-06-2023	Giving pretest to students of class XI IPS A SMA TAMAN SISWA	
5	Monday 18-06-2023	Giving pretest to students of class XI IPS B SMA TAMAN SISWA	
6	Tuesday 19-06-2023	Giving treatment using the SQ3R strategy in class XI IPS A with descriptive text material.	
7	Wednesday 20-06-2023	Giving treatment using the SQ3R strategy in class XI IPS B with descriptive text material.	
8	Thursday 21-06-2023	provide evaluation in the form of posttest questions after treatment	

9	Friday 22-06-2023	Submit some data to be sign, asked for a letter of reply that the research had been completed in accordance with the time given by the school	
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Medan, 22 july 2023

The English Teacher



Buskarinda, S.Pd

The Researcher

A handwritten signature in black ink, appearing to read "Nova Pravita Sari".

Nova Pravita Sari

SCORE DISTRIBUSI *t*

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089

44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

ATTENDANCE SHEET

The Students' Attendance of SMA Taman Siswa Medan

Academic Year 2023/2024

NO	Name	Pre-test	Treatment	Post-test I	Treatment	Treatment	Post-test II
		first meeting	second meeting	third meeting	fourth meeting	fifth meeting	six meeting
1	AA						
2	AK						
3	AP						
4	AFFS						
5	AWR						
6	AA						
7	ADL						
8	ANN						
9	AFR						
10	BA						
11	CNS						
12	DB						
13	DA						
14	DR						
15	FAA						
16	FPP						
17	FH						
18	HHM						
19	HA						
20	KB						
21	MF						
22	MFP						
23	MFH						
24	MRA						
25	MFA						
26	MHDM						
27	MRA						
28	MRR						
29	MWF						
30	NS						
31	NS						

32	RA						
33	RS						
34	RB						
35	R						
36	RDR						
37	RC						
38	RNA						
39	RS						
40	RDN						
41	SM						
42	SS						
43	SR						
44	ZM						

Medan, 22 juny 2023

The English Teacher



Puskarinda, S.Pd

The Researcher

Nova Pravita Sari

DAFTAR HADIR PRE TEST AND POST TEST
SISWA KELAS X. IPS .2
TAMAN MADYA (SMA) TAMANSISWA SINGOSARI MEDAN
TAHUN PELAJARAN 2022 / 2023

NO. URUT	NOMOR INDUK	NAMA SISWA	L/P	TANDA TANGAN
1	9882	ABIL ABDULLAH	L	1 <i>Abil</i>
2	9883	ABDUL KADIR	L	2 <i>Abdul</i>
3	9884	CUT NAILA SYAH	L	3 <i>Cut Naila</i>
4	9857	DHEZA ARDITIA	L	4 <i>Dheza</i>
5	9885	DICKY RAMADASARI	L	5 <i>Dicky</i>
6	9881	FAIZ AHMAD ALYUDA	P	6 <i>Faiz</i>
7	9889	MUHAMMAD FARIZ HUTABARAT	L	7 <i>Muhammad</i>
8	9887	HAYA AZ ZAHRA	P	8 <i>Haya</i>
9	9907	M. FAHMI PRASETYO	P	9 <i>M. Fahmi</i>
10	9909	M. HAIKAL DARMA MARPAUNG	L	10 <i>M. Haikal</i>
11	9890	M.RASYA ADITYA	L	11 <i>M. Rasya</i>
12	9892	M.RIZKY RAMADAN	L	12 <i>M. Rizky</i>
13	9893	MHD.WAHYU FANSHURRY	L	13 <i>Mhd. Wahyu</i>
14	9894	RAJA ANDRIANSYAH	L	14 <i>Raja</i>
15	9895	RAAFY SUBOWO	L	15 <i>Raafy</i>
16	9896	REIVAN CHAISAR	L	16 <i>Reivan</i>
17	9897	RISYA NOVI AJNANI	L	17 <i>Risya</i>
18	9898	ROMI SYAHPUTRA	P	18 <i>Romi</i>
19	9899	RUDI DAHLAN NASUTION	L	19 <i>Rudi</i>
20	9900	SIGIT MAULANA	L	20 <i>Sigit</i>
21	9901	SOFIAN SOFRIADI	L	21 <i>Sofian</i>
22	9902	SUCI RAMADHANI	P	22 <i>Suci</i>



Medan, 15 Juni 2023
Peneliti

NOVA PRAVITA SARI
NOVA PRAVITA SARI

DAFTAR HADIR PRE TEST AND POST TEST
SISWA KELAS X. IPS .I
TAMAN MADYA (SMA) TAMANSISWA SINGOSARI MEDAN
TAHUN PELAJARAN 2022 / 2023

NO. URUT	NOMOR INDUK	NAMA SISWA	L/P	TANDA TANGAN
1	9858	ADITYA PANCA	L	1 <i>[Signature]</i>
2	9860	AL FACHRAN FADILLA SIHOMBING	L	2 <i>[Signature]</i>
3	9861	AL- WAHYU RIDWAN	L	3 <i>[Signature]</i>
4	9862	AMANDA ANASTASYA	P	4 <i>[Signature]</i>
5	9863	AMAR DAHLAN LUBIS	L	5 <i>[Signature]</i>
6	9864	ARIF NAWARULHUDA NST	L	6 <i>[Signature]</i>
7	9865	AYLA FALISHA RAMADHANI	P	7 <i>[Signature]</i>
8	9866	BAGUS AFILLA	L	8 <i>[Signature]</i>
9	9867	DAVA BACHTIAR	L	9 <i>[Signature]</i>
10	9869	FAREL PERDANA PUTRA	L	10 <i>[Signature]</i>
11	9791	FARIS HAIKAL	L	11 <i>[Signature]</i>
12	9870	HAMKA HAZRIL MATONDANG	L	12 <i>[Signature]</i>
13	9871	KANAYA BALQIST	P	13 <i>[Signature]</i>
14	9877	M. RAIHAN AN-NABIL	L	14 <i>[Signature]</i>
15	9872	MUHAMMAD FACHRIANSYAH	L	15 <i>[Signature]</i>
16	9873	M.FATHIR ARRASYA	L	16 <i>[Signature]</i>
17	9874	NADIRA SAVITRI	P	17 <i>[Signature]</i>
18	9875	NURAINUN SIREGAR	P	18 <i>[Signature]</i>
19	9878	RAKHA BAGASKARA	L	19 <i>[Signature]</i>
20	9879	RAMADANI	L	20 <i>[Signature]</i>
21	9880	RAYHAN DAFA RITONGA	L	21 <i>[Signature]</i>
22	9906	ZUBAIR MUJAFFAR	L	22 <i>[Signature]</i>

Diketahui oleh :
Ketua / Kepala Sekolah



Ki DRS. DWI GATUT SATRIYONO

Medan, 15 Juni 2023
Peneliti



NOVA PRAVITA SARI

DAFTAR HADIR MAHASISWA RISET
TAHUN PELAJARAN 2022/2023

No	Nama Mahasiswa	NPM	Program Studi	Hari	DAFTAR JUMLAH KEHADIRAN										KET	
					JUNI 2023											
					13	14	15	16	17	18	19	20	21	22		
1	Nova Pravita Sari	1902050134	Pendidikan Bahasa Inggris	Selasa s.d Sabtu	S/	S/	S/	S/	S/	S/	S/	S/	S/	S/	S/	

Diketahui oleh:
Ketua Eksekutif Sekolah

GATUT SATRIYONO

Medan, 22 Juni 2023
KTU Tamara Mulya (SMA)

K. S. MARWANTO, S.Pd



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/KU/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Unggul | Cerdas | Terpercaya
 Kita mengabdikan sains ke agar meningkatkan
 kemakmuran dan kesejahteraan

Nomor : 2306 /II.3/UMSU-02/F/2023
 Lamp : ---

Medan, 23 Dzulqaidah 1444 H
 12 Juni 2023 M

H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
 SMA Taman Siswa
 Di
 Tempat.

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Nova Pravita Sari
 N P M : 1902050134
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **The Effect Of Teaching Reading Strategy SQ3R To The Students' Achievement In Reading Skills.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
 Dekan

Dra. Hj. Syamsuurnita, MPd.
 NIDN : 0004066701

****Pertinggal**





**YAYASAN PERSATUAN PERGURUAN TAMANSISWA
BERPUSAT DIYOGYAKARTA
PERGURUAN TAMANSISWA CABANG MEDAN**

Menyelenggarakan :

Bagian Taman Indria (TK); Bagian Taman Muda (SD); Bagian Taman Dewasa (SMP)
Bagian Taman Madya (SMA); Bagian Taman Karya Madya (SMK)

Alamat : Jl. Bakaran Batu No.18 Medan – 20214 Telepon (061) 7320536 – 7346209 - 7346241
7324884 – 7358569 - 7350609

Website : tamansiwamedan.sch.id Email : tamansiwamedn1929@yahoo.com

Facebook : Perguruan Tamansiswa Medan Fax : 061-7350609

Bank : Mandiri Syariah KCP Medan Krakatau. No.Rek : 7114844734

Nomor : 4423/TM.DG/SIR/ VI. 2023

Medan, 13 Juni 2023

Lamp : -----

Hal : Balasan izin Riset

Kepada Yth :

Bapak / Ibu Dekan Fakultas Bahasa Ingeris

Universitas Muhammadiyah Sumatera Utara

di-

M e d a n.-

Salam dan bahagia,

Dengan ini kami dari Taman Madya (SMA) Tamansiswa Singosari Medan bersedia memberikan izin untuk lokasi Riset kepada Mahasiswa Umsu Program Studi Pendidikan Bahasa Ingeris.Selama 10 (Sepuluh) hari dimulai dari tanggal, 13 Juni 2023 s.d tanggal, 22 Juni 2023. Adapun Nama tersebut adalah :

No.	Nama	NPM	Program Studi	Dengan Judul
I	Nova Pravita Sari	1902050134	Pendidikan Bahasa Ingeris	The Effect Of Teaching Reading Strategy SQ3R To The Students' Achievement In Reading Skills.

Demikian izin ini kami berikan semoga dapat dilaksanakan dengan baik, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Salam kekeluargaan

Taman Madya (SMA) Tamansiswa Medan
Ketua / Kepala Sekolah

KI DR.S. DWI GATUT SATRIYONO,-
NPA : 4154



**YAYASAN PERSATUAN PERGURUAN TAMANSISWA
BERPUSAT DIYOGYAKARTA
PERGURUAN TAMANSISWA CABANG MEDAN**

Menyelenggarakan :

Bagian Taman Indria (TK); Bagian Taman Muda (SD); Bagian Taman Dewasa (SMP)

Bagian Taman Madya (SMA); Bagian Taman Karya Madya (SMK)

Alamat : Jl. Bakaran Batu No.18 Medan – 20214 Telepon (061) 7320536 – 7346209 - 7346241
7324884 – 7358569 - 7350609

Website : tamansiswamedan.sch.id

Email : tamansiswamedn1929@yahoo.com

Facebook: Perguruan Tamansiswa Medan Fax : 061-7350609

Bank : Mandiri Syariah KCP Medan Krakatau. No.Rek : 7114844734

SURAT KETERANGAN

Nomor : 4424/TM.DG/KET/VI.2023

Yang bertanda tangan dibawah ini, Ketua / Kepala Sekolah Taman Madya (SMA) Tamansiswa Singosari Medan menerangkan bahwa :

No.	Nama	NPM	Program Studi	Dengan Judul
1	Nova Pravita Sari	1902050134	Pendidikan Bahasa Inggris	The Effect Of Teaching Reading Strategy SQ3R To The Students' Achievement In Reading Skills.

Benar telah selesai melaksanakan Penelitian / Riset di Taman Madya (SMA) Tamansiswa Singosari Medan selama 10 (Sepuluh) hari di mulai tanggal, 13 Juni 2023 s.d tanggal, 22 Juni 2023
Demikian surat keterangan ini kami berikan semoga dapat dipergunakan dengan baik,atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Medan, 22 Juni 2023
Taman Madya (SMA) Tamansiswa Sigosari Medan
Ketua / Kepala Sekolah

KI. DRs. DWI GATUT SATRIYONO
NPA: 4154.-

DOCUMENTATION



Pictures 1 The process of working on pretest question



Pictures 2 group division process



Pictures 3 The process of distributing Posttest Question



Pictures 4 The process of providing learning materials using the SQ3R Method







UMSU
Unggul | Cerdas | Terpercaya

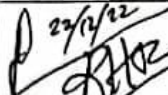

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id**

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Nova Pravita Sari
NPM : 1902050134
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3,63

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	The Effect of Teaching Reading Strategy SQ3R to the Students Achievement in Reading Skills	
	Strategy to Increase the Self-Confidence of Students of SMP NEGERI 2 SIMPANG KIRI to Improve Public speaking Skill	
	An Analysis of Personification Style in WRP diet Milk Advertisement	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 22 Desember 2022

Hormat Pemohon,


Nova Pravita Sari

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



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.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Nova Pravita Sari
NPM : 1902050134
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Teaching Reading Strategy SQ3R to the Students Achievement in Reading Skills.

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :
Dosen Pembimbing : Dra.Diani Syahputri,M.Hum
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

22 Desember 2022

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 22 Desember 2022
Hormat Pemohon,

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

(Nova Pravita Sari)

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 3479/II.3/UMSU-02/F/2022
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Nova Pravita Sari
NPM : 1902050134
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Teaching Reading Strategy SQ3R to the Students Achievement in Reading Skills.

Pembimbing : Dra. Diani Syahputri, M.Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa daluwarsa tanggal : 28 Desember 2023

Medan 28 Jumadil Awal 1444 H
22 Desember 2022 M



Dra. Hj. Svamsuyurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

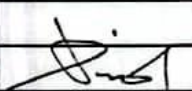

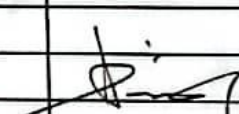
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
WAJIBMENGIKUTISEMINAR





BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Nova Pravita Sari
NPM : 1902050134
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Teaching Reading Strategy SQ3R to the Students' Achievement in Reading Skills

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
14-2-2023	Discussion About Research Title		
6-3-2023	Discussion and Revision Chapter I - III		
13-3-2023	Discussion and Revision Chapter I - III		
15-3-2023	Accentrate di Seminar		

Diketahui oleh:
Ketua Prodi



(Pirman Ginting, S.Pd., M.Hum.)

Medan, Maret 2023

Dosen Pembimbing



(Dra. Diani Syahputri, M.Hum.)



LEMBAR PENGESAHAN PROPOSAL

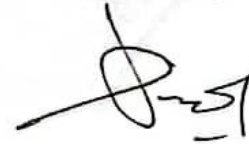
Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Nova Pravita Sari
NPM : 1902050134
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Teaching Reading Strategy SQ3R to the Students' Achievement in Reading Skills

Sudah layak diseminarkan.

Medan, Maret 2023

Disetujui oleh
Pembimbing



Dra. Diani Syahputri, M.Hum.

SURAT PERMOHONAN

Medan, Maret 2023

Lamp : Satu Berkas
Hal : Seminar Proposal Skripsi

Yth. Ketua Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Bismillahirrahmannirrahim
Assalamu'alaikum, Wr. Wb

Saya yang bertanda tangan di bawah ini:

Nama : Nova Pravita Sari
NPM : 1902050134
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Teaching Reading Strategy SQ3R to the Students'
Achievement in Reading Skills

Dengan ini mengajukan seminar proposal skripsi kepada Bapak/Ibu.

Sebagai bahan pertimbangan Bapak/Ibu saya lampirkan:

1. Foto kopi proposal skripsi yang telah disetujui pembimbing satu eksamplar;
2. Kuitansi biaya seminar satu lembar (Asli dan fotocopy)
3. Kuitansi SPP yang sedang berjalan satu lembar (Asli dan fotocopy)
4. Foto kopi K1, K2, K3, masing-masing satu lembar

Demikianlah surat permohonan ini saya sampaikan ke hadapan Bapak/Ibu. Atas kesediaan Bapak/Ibu mengabulkan permohonan ini, saya ucapkan terima kasih.

Wassalam
Pemohon,


(Nova Pravita Sari)



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Nova Pravita Sari
N.P.M : 1902050134
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Teaching Reading Strategy SQ3R to the Students' Achievement in Reading Skills

Pada hari Jumat tanggal 17 bulan maret tahun 2023 sudah layak menjadi proposal skripsi.

Medan, Maret 2023

Disetujui oleh:

Dosen Pembahas

(Rita Harisma, S.Pd., M.Hum)

Dosen Pembimbing

(Dra. Diani Syahputri, M.Hum)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum)



UMSU

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Rila mengabdikan ilmu di apa diabdikan
somer dan tanggapnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



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Salam dan bahagia,

Dengan ini kami dari Taman Madya (SMA) Tamansiswa Singosari Medan bersedia memberikan izin untuk lokasi Riset kepada Mahasiswa Umsu Program Studi Pendidikan Bahasa Ingggris.Selama 10 (Sepuluh) hari dimulai dari tanggal, 13 Juni 2023 s.d tanggal, 22 Juni 2023. Adapun Nama tersebut adalah :

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Demikian izin ini kami berikan semoga dapat dilaksanakan dengan baik, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Salam kekeluargaan



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