THE IMPLEMENTATION OF SQ4R STRATEGY TO TEACH READING
ON DESCRIPTIVE TEXT FOR 8th YEAR STUDENTS OF SMP N 3
GETASAN IN THE ACADEMIC YEAR OF 2018/2019

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the
Requirements for Degree of Sarjana Pendidikan ( S.Pd )
English Education Department of
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STATE INSTITUTE FOR ISLAMIC STUDIES ( IAIN )
SALATIGA
2018
DECLARATION

“In the name of Allah, the Most Gracious the Most Merciful”

Hereby, the researcher declares that this graduating paper is written by the researcher. It is not plagiarism nor made by others. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly.

This declaration is written with the full concern of the researcher.

Salatiga, October 2018

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ATTENTIVE COUNSELOR’S NOTE
Case: Yurvistasari’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Yurvistasari’s graduating paper entitled “THE IMPLEMENTATION OF SQ4R STRATEGY TO TEACH READING ON DESCRIPTIVE TEXT FOR 8th YEAR STUDENTS OF SMP NEGERI 3 GETASAN IN THE ACADEMIC YEAR OF 2018/2019”. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this graduating paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb

Counselor,

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A GRADUATING PAPER
THE IMPLEMENTATION OF SQ4R STRATEGY TO TEACH READING ON DESCRIPTIVE TEXT FOR THE 8 th YEAR STUDENTS OF SMP N 3 GETASAN IN THE ACADEMIC YEAR 2018/2019

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MOTTO

“Keep reading books, but remember that a book is only a book and you should learn think for yourself”.

-Maxim Gorky-
DEDICATION

This graduating paper is dedicated to:

1. My beloved father and mother (Mr. Junaidi and Mrs. Syafrida), who always support me materially and morally. Thank you for your endless love and prayer, thank you for raising me up to more than I can be.

2. My beloved Young brother Agus ihza and Rizky ananda.

3. My beloved friend always support me never ending Lilis Purwaningsih.

4. My beloved friends: Mbak ana, mbak icik, Elsa, Tika, and all of my friends that I cannot mentioned one by one.
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Salatiga, 13 March 2019

The researcher

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ABSTRACT


This research was focused on the implementation of the SQ4R Strategy and to teach reading on descriptive text of the 8th year students SMP N 3 Getasan in academic year 2017/2018. The objectives of the research were to find out the profile of the students reading comprehension on descriptive text before and after taught by SQ4R Strategy to find out significance difference of the students reading comprehension on descriptive text before and after taught by SQ4R Strategy. This research was an experimental research. The subject of the research were two classes of VIII A and VIII B. It consisted of 50 students. The data was collected through test; pre-test and post-test. The data was tested by using Paired sample T-Test in SPSS 23 version application by comparing the mean score of pre-test and post-test from both groups. The significance level was set 5%. The result of the research showed that, first, the students profile were different before and after taught by SQ4R Strategy. The mean of pre-test Experimental group was 54.00 while the mean post-test 72.20. The difference between pre-test and post-test mean was 18.2. Second, the result showed that sig. (2-tailed) is 0,00 which was lower than 0,05. Therefore, there was a difference between using SQ4R Strategy to teach reading on descriptive text for the 8th year students at SMP N 3 Getasan. It means that SQ4R strategy improvethes students reading comprehension on descriptive text.

Key Words: Reading, Reading Comprehension, SQ4R Strategy, Experimental Research.
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CHAPTER 1
INTRODUCTION

A. Background of the study

English is one of a language in the world. English is an International language. In learning a language, there are four skills should be mastered by students such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in classroom. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently Brown (2000: 5).

Reading is one of language skills which is very important to be learned by students. For many students, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language. Reading effectively in a foreign language is one of the most challenging activities for many students at school (González 2017:160).

The written texts could be found in magazines, newspaper, books, articles on paper and internet, and other kinds of the written text. Many researchers argue that reading in foreign language is similar to reading in the first language. Ahmadi & Gilakjani (2012: 253) suggest that Reading is even
more important for high-school students since they have to be highly competitive in the English entrance examination. Hence, some reading strategies are proposed to improve the students ability in reading.

Zuñiga (2001) as cited in González (2017: 160) also claims that reading in a foreign language implies certain linguistic aspects such as the difference between writing system and sounds or the lack of knowledge and competence in the foreign language. In the problem of learning English, the lack of vocabulary and grammar inhibit in the comprehension process. For example when the students read a text some of them are not able find out the correct information or message of the text they have read. When the students read a text, they will not able to comprehend a text well. The teachers need create activity to optimize the students ability in understanding information in a text.

Most of the students are poor at reading. I conducted an interview at Tuesday, & 7th August 2018 with Mr. Widiarso, the English teacher of SMP N 3 Getasan. Based on the interview with the English teacher, the researchers asked some questions to the teacher. The first question is about the context of teaching learning reading comprehension. The teacher said that reading skill is considered difficult for the students for some reasons. First, they had low mastery of vocabulary and they need some interesting materials to motivate students. The process of the teaching also could not handle the
students who made noise in the classroom because there was less students involvement.

The second questions is about difficulties faced by students in learning reading comprehension. The teacher stated that the students had low motivation in reading activities. Moreover, reading an activity that the students disliked much and there was not an innovative way for the learners to read a text comprehensively. They were not interested in the reading activity, such as doing assignment and homework. They also did not master vocabulary well. As a consequence, they got difficulty in interpreting the meanings of the difficult words. Meanwhile, the students had low reading skills. As a consequence, there were students who did not pay attention to their teacher explanation. In addition to those problems, the students also often made noise in the classroom. Finally, they were not able to find the topic of the text and its supporting information. For example, to read a Descriptive text.

The third question is about of Minimum score (KKM) of English subject and the curriculum that is used for eighth year students of SMP N 3 Getasan. The teacher said in this school the minimum score (KKM) is 70 for English lesson and still using the KTSP curriculum. The teacher also said the students do not have much time to learn English (they only have 2 hours to learn English every week). The was not an effectively way for the learners to learn English.
Considering the problem discussed above, the reading has an important role to help the learners to comprehend a text they read. Consequently, it is necessary to conduct a research improving the students reading skill using SQ4R strategic and media Booklet in learning Descriptive text. According Ananda (2005: 10) as cited in Neklan & Marbun (2017) reveals that SQ4R learning model can be interpreted as a conceptual framework that describes a systematic procedure by organizing learning experiences to achieving special goals. In SQ4R strategic, there are six steps that help the students to comprehend the content namely: Survey, Question, Read, Select, Recite, and Review. SQ4R is an extension of the SQ3R method which is a specific tip design to understand of the text developed by Francis P. Robinson at the Ohio State University of the United States. It includes all the steps in SQ3R of Survey, Question, Read, Recite, Review, but it also adds a fourth R: Write. SQ4R has a good influence on English learning.

From the whole explanation above, the researcher attracted to carry out a research in order to know whether using SQ4R strategy to improve their skills in reading. Therefore the researchers would like to propose research entitled “THE IMPLEMENTATION OF SQ4R STRATEGY TO TEACH READING ON DESCRIPTIVE TEXT (An Experimental Research of 8th Year Students of SMP N 3 Getasan in the Academic year of 2018/2019.)
B. Problem of Research

Based on the background of the study, the researchers formulate the research question as follows:

1. What is the profile of students reading comprehension score of descriptive text of 8th year students of SMP N 3 Getasan in the academic year of 2018/2019 before and after they are taught by using SQ4R Strategy?

2. How is the significant difference of the students reading comprehension on Descriptive text after taught by SQ4R strategy of the 8th year students of SMP N 3 Getasan in the academic year 2018/2019?

C. Objective of the Research

Based on the problems of the research above, the researchers can formulate the objectives of this research areas follows:

1. To find out the profile of the students reading comprehension of Descriptive text of the 8th year students of SMP N 3 Getasan in the academic year 2018/2019 before and after taught by SQ4R Strategy.

2. To find out significance difference of the students reading comprehension on descriptive text after taught by SQ4R strategy of the 8th year students of SMP N 3 Getasan in the academic year 2018/2019.
D. Limitation of the Research

In order to come into focus on this research, the researcher limits the research to be concerned only by using SQ4R. This research is limited in the students reading comprehension and it focuses to discover the aspect of interpretation, clarity, and detail of content. Therefore, the application of SQ4R was used to help them to know the meaning of words to understand detail information of the generic structure of text with easier Hananiel et al (2014). In SQ4R there are 4 steps shown: Survey, Write Question, Read, Select, recite, and Review.

E. Significances of the Research

The researcher expected to provide some advantages for English learning process. This research gives brief information and contribution theoretically and practically as follows:

1. Theoretically
   a. The result of this research can be used as reference for those who want to carry out a research by using SQ4R.
   b. The result of this research can improve students reading comprehension in comprehending descriptive text.

2. Practically
   a. For the students
For the students as the subject of the research, it expected that the students would take the advantages of the research. They could learn how to improve their skills of reading.

b. For the teacher

For the teacher in the school, it was expected that the researcher could improve their strategy and media reading interestingly and effectively, so that the students would enjoy the study.

F. Definition of Key Terms

1. Reading

Reading is one of the skills in learning English. Reading is a complex cognitive process in which a reader decodes the symbols or printed messages into sounds (Grabe&Stoller, 2002). According to Anderson et al. (1985) as cited Gilakjani & Sabaouri (2016:230) defined reading as the process of making meaning from written texts. It means, reading needs some ability to more information from a text and a lot of related sources of information.

2. Reading Comprehension

According to Oakhill (2015) as cited by Khusniyah & Lustyantie (2017: 203) “reading comprehension is important, not just for understanding text, but for broader learning success in education, and
employment. RAND Reading Study Group (2002) as cited in Gilakjani & Sabaouri (2016:30) suggest that comprehension is the process of eliciting and making meaning through interaction and involvement with written language. So by reading comprehension, readers become aroused and managed understand the text and needs sucessfull expansion.

3. SQ4R Strategy

SQ4R Strategy make available and chance for students to study systematically, effectively, and efficiently. Similarly to the previous method, the reader should first briefly survey the text for the same purposes as described above. Question formation is also present for the same goals. SQ4R strategy contains, however, one ‘R’ more, namely writing. At this stage, the reader should write answers to all the questions he has made up. The answers, however, ought to be stated in the reader’s own words, which excludes mindless re-writing of sentences from the text. The learner can, thus, see that he has comprehended the text if he is able to meaningfully rephrase what is written in the text. The remaining two ‘R’s are Recite and Review which correspond to the ones from SQ3R strategy (Nadera 2001: 19). As with any approach, skipping anyone step weakens the system. To gain the most benefit from this system, use all six step shown:

1. Survey the chapter to get an overview.

2. Write questions for each heading and subheading.
3. Read the information, one paragraph at a time.

4. Select a form of not taking to record information.

5. Recite the important information from the paragraph.

6. Review the information learned in chapter.

G. Graduating Paper Outline

This graduating paper consist of five chapter has different elements. The researcher organizes the graduating paper to make readers more easily in comprehending the content.

Chapter I is an introduction that includes background of the study, statement of the problems, objective the study, benefits of the study, limitation of the problem, definition of keyterms, review of previous research and graduating paper outline.

Chapter II is theoretical framework which discuss about theory of reading, SQ4R strategy and Media Booklet. The researcher use some book for make it be reference which will explain more about SQ4R Strategy.

Chapter III discusses about research methodology that consist of place of the researcher, research design, instrumentation of the research, matrix and schedule of the research, technique of collecting data, technique analysis data.
Chapter IV the data analysis which has been collected. The research presents the data and the result of pre-test and post-test both from experimental group and control group.

Chapter V is closure. The researcher summary of the study includes conclusion and suggestion.
CHAPTER II
THEORITICAL FRAMEWORK

This chapter presents a review of theories concerning the research topics and conceptual framework underlying the study. The details of the theoretical review and conceptual framework are presented as follows.

A. Previous Study

In performing this research, the writer is guided by other researchers regarding with SQ4R and Media Booklet. There are some researches related with SQ4R and Media Booklet, but the writer would like to take 11 of them.

The first previous research was from Simbolon and Marbun (2017). This research purposed to Implementation of SQ4R Model to increase reading comprehension ability in Elementary students. For collecting the data, they used pre-test and post-test and also questionnaires to collect information about students’ SDN Medan Johor because they used classroom action research research as well. Participant of their research were 54 first year SDN Medan Johor in Medan. The result from the research indicated a good improvement in the students reading comprehension. The students believed SQ4R was helpfull to their Reading comprehension in SDN Medan Johor as well.

The second previous research was from Başar and Gürbüz (2017), this research analyzed the effect of the SQ4R technique on the reading comprehension of Elementary school students in Turkey. To collect the data,
they utilized test since they used experimental for the research design. 57 learners from intermediate level were the participant of their research. The finding of their research showed that SQ4R strategy has positive effect and implicitly students will more motivated to read when they aware of the importance of reading to improve their reading comprehension.

The third previous research was carried out by Khusniyah and Lustyantie (2017). Their research examined Improving English Reading comprehension ability through SQ4R Strategy. The participant of this research were 34 students at intermediate level studying English at UIN Mataram. They used pre-test and post-test to collect the data since they used classroom action research for their research. For the result, they found that reading score of CAR improve significantly.

The fourth previous research was the research from Hananiel et all (2014). The purposes of this research is to examine improving students reading comprehension on recount text by using SQ4R and Media Booklet. The participants of the research were 25 students first year male and female. Similar with the third previous research above, hananiel et all also used experimental research and used test for collecting the data. This research found that SQ4R strategy and Media Booklet conveys a good impact to the first year students reading comprehension. the subject of the reserach was the ninth grade students class 9c of SMP N 1 Sungai Betung in academic year 2014/2015, the participants were 25 students; 13 female and 12 male students.
The use SQ4R and Media Booklet still bring benefits for both; male and female students.

The fifth previous research was the research from Runiatun et al (2015). The purposes of this research is to improve reading comprehension skill by applying SQ4R strategy among 5th grade students Elementary School of SD N Soropadan No.108 on 2015/2016. The participant of this research were 33 students. They used class action research it contains of 2 cycles and each cycles was held to times learning. Data collection techniques that used are interview, observation, test, and documentation. Data analyzed techniques is tested by using interactive-analysis model and descriptive-comparative analysis technique. The conclusion of the research is the applying SQ4R teaching strategy can improve reading comprehension skill.

The sixth previous research was from Ryandani (2016). Their research examined reading techniques to facilitate comprehension and to make their reading more effecting by using SQ4R. This research are to know the effect of SQ4R before and after being taught using SQ4R technique, and the last to find out any effect of SQ4R on students reading comprehension at the second grade of SMP N8 Kediri in the Academic Year 2016/2017. This research used quantitative research and the research method was pre experimental design, namely the one group pre-test post-test design. The participants of 34 students class VIII of SMP N 8 Kediri. This research was held in four meetings involved pre-test, first treatment, second treatment, and post-test. The effect
of SQ4R it was suitable techniques which makes the students more easy to comprehend the text.

The seventh previous studies the research was from Herlina (2016). The purposes of this research aims at obtaining data on improving English reading comprehension skill through SQ4R strategy in grade III, Labschool Primary School, Setiabudi, South Jakarta. The research subjects were the students of Grade III in the second semester of 2014/2015 school academic year. The research model used Kemmis and Mc. Taggard Moder covering planning, implementation, observation, and reflection. The data of reading comprehension evaluation showed that in the first cycle 55.5% of the students gained >75 and in the second cycle 83.33% of them gained >75. While based on the monitoring data, the activities of the teacher and the students were 55% in the first meeting of the cycle I and increased to 85% in the first meeting of the cycle II. Therefore, SQ4R method can improve English reading comprehension skill of the Grade III students in Labschool Primary School, Setiabudi, South Jakarta.

The eighth previous research was carried out by Rahma (2018). The aim of this study was to carry out quasi experimental of quantitative method. The students’ reading comprehension of MTs Al-Utrujyyah Bandar Lampung is still low especially in comprehending descriptive text. This research solved the problem, by SQ4R strategy, where the condition of learners to Survey, Question, Read, Recite, Reflect, and Review (SQ4R) what was read. The
objective of this research is to know whether there is a significant influence of using SQ4R strategy towards students’ reading comprehension at the first semester of the eight grade of MTs Al Utrujiyyah Bandar Lampung in 2017/2018 Academic Year. The treatments were held in three meetings. QAR strategy as a regular strategy was used in control class and SQ4R strategy was used in experimental class. In collecting the data, pre-test and post-test were given for both classes. The data which had been collected was analyzed by using SPSS (Statistical Program for Social Science) version 17. The independent sample t-test was used because the sample was taken from two different samples and to compare both pre-test, post-test in control and experimental class. After doing the hypothetical test, the result was that there is a significant influence of using SQ4R strategy towards reading comprehension at the first semester of the eight grade of MTs Al Utrujiyyah Bandar Lampung. From the data analysis computed by using SPSS, it was obtained that Sig = 0.028 and α = 0.05. It means Ha is accepted because Sig < α = 0.028 < 0.05. Therefore, there is a significant influence of using SQ4R strategy towards students’ reading comprehension at the first semester of the eight grade of MTs Al Utrujiyyah Bandar Lampung.

The ninth previous research was from Suharto & Neny (2017). The objective of this study is to analyze implementation of SQ4R learning method, students' active participation and students' achievement in the subject "Public Administration of Public Relations and Protocol" for students of class XI
Administrative Office 1 at SMK PGRI Turen. This type of research is a Classroom Action Research (CAR). Data collection was done by interview, observation, documentation, test, and field note. The result of the research shows that (1) the implementation of learning goes well, proved by the increase of students' active participation and students' achievement, (2) the students' active participation increased from the percentage of 61% in the circle 1 to 82% in circle 2, (3) Students' achievement from the cognitive aspect increased from the average of 6.7 in circle 1 to 88.7 on circle 2.

The ten previous research was the research from sari et al. (2017). This research aims to determine differences in the results of improvement in early reading skills of children through the use of media booklet. Sample was taken using purposive sampling taken in kindergarten Kemala Bhayangkari 34 Kendal in B agegroup 5-6 years. This study used an experimental method Pre-experimental design with the kind of one group pretest posttest design. The study is divided into 14 sessions(1 time pretest, 12 times of treatment and continued 1 times posttest).The data were analyzed using statistical quantitative analysis methods. The results showed an increase in children's early reading skills in group B with the following details: amounting to 81.82% of children have the ability to bring the beginning of the category as well as 18.18% of the children had a very good early reading skills. Based on statistical calculations get that tcount > ttable, where t-value (+). If the worth (-) then converted mathematically, results were obtained with t-value of -36.516
great while ttable is -2.0369. It can be concluded that Ho rejected and Ha accepted, it means that there are differences in children's early reading skills after using the booklet.

The last previous research was the research from Utami (2016). This research focused on improving students reading comprehension through picture media. This research answers there main questions (1) How is the implementation of pictures to improve the students in reading comprehension in descriptive text? (2) How is the improvement of the students reading comprehension in descriptive text using pictures? (3) How is the improvement of the students reading comprehension in descriptive text using pictures? Thirty three students of the eighth grade students of SMP N 2 Tengaran were instructed through Picture media to improve their reading comprehension. The methodology of this research used classroom action research (CAR). The technique of data analysis included Descriptive technique and Statistical technique. It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. From the result, the researcher found several findings on it. The result of this research shows an improvement of students reading comprehension by using picture media. It can be seen from the mean score pre-test and post-test. In cycle I post test is higher than pre test: the mean of pre test 54.24 and the mean of post test 75.15. In cycle II also show that post test is bigger than pre test. Mean of pre test is 60.90 and mean
of post test is 86.06. It can be concluded that Picture media is able to improve students reading comprehension.

From the previous studies above, the writer carries out a research entitled “The Implementation of SQ4R Strategy and Media Booklet to Teach Reading on Descriptive text. Even though the research design is nearly similar with ten previous studies, but still this research is different from those researches. Firstly, the writer specific the part of material that she observes, it is descriptive text. Secondly, the writer combined between SQ4R strategy and Media booklet usage that have not been done before in the previous researches above. The last, the place of research is totally different. The writer conducts a research in Junior High School while mostly researches above conducted their researches in university.

B. Theoretical Review

1. Reading

Reading is not an easy process because it involves the work, eye and brain almost to get information or message from the text (Ryandani 2017:3). Reading is the one of four language skills. It is the first direct communication of students to acquire their language development. After years of listening and speaking, students further goes to school where for the first time, they learn to read before writing.
Reading to learn refers to reading for remembering or studying. It involves all the activities of reading for meaning. The reading material is not only comprehensible but also memorable. According to Wixson et al (1987) as cited in Gilakjani & Sabaouri (2016: 230) explain reading is the process of creating meaning that involves: (a) the readers existing knowledge; (b) the text information; and (c) the reading context.

According to Carrel (1996: 1), “reading is not passive but rather than active process. It is an active cognitive process. It is an active cognitive process of interacting print media in which monitory comprehension to build up meaning”. Another definition come from Moreilon (2007:10) as quotes by tofantisari (2016) mention “Reading is making meaning from print and from visual information. Based on explanation above, it can be concluded that reading is a intrepreting meaning from printed or visual information which require s interaction between the readers and sources.

2. The importance of Reading

Reading is necessary for a student’s success. All too often, the barriers faced by student with difficulty reading outweigh their pretension to read and, without suitable guidance, they never overcome them. Learning to read is a sequential process each new skill builds on the mastery of previously learned skills. Based on Simbolon & Marbun (2017) as cited Simbolon & Marbun (2017: 58) argues that reading purpose is for understanding: some reading that aims to understand: 1) standards or literary standards, 2) critical
review, 3) drama (printed drama), 4) patterns of fiction. Teaching reading is very important for students. There are some reasons for this. The first reason is many English student need to read English text for their career, for study or simply for pleasure. The second reason is reading text also will help the students when they study writing.

In a brevity, when the students read a new text, they will find new vocabulary and different style of writing texts. Because of that, they can enrich their vocabulary includes the capability to use appropriate diction. They will learn more about punctuation; strengthen their grammar understanding and know how to idea sentences, paragraph and text correctly.

3. Types of Reading

According to Gilakjani (2016: 230) mention two types of reading as follow:

a. Extensive Reading

Hedge (2003) as cited in Gilakjani & Sabaouri (2016:231) declared that extensive reading differs based on learners motivation and school resources. A highly motivated and well-trained teacher can certainly select appropriate materials and activities for their own learners. According to Hedge (2003) in Gilakjani & Sabaouri (2016) stressed that because extensive reading assist in expanding learners reading skill, it should be incorporated into the EFL/ESL programmes provided that the
chosen texts are valid and classified. It means that extensive reading is learning process with accuracy.

Extensive reading suggest reading at light, often for pleasure and in a leisurely way. It is conducted outside the classroom such as at the self access center and library (that is, places where learners can get the reading materials), and at home. Learners have the freedom to start and stop reading at times they feel comfortable. From the definition above, the writer concluded that Extensive reading can be effective and takes shorter time when the reader only wants to know the general meaning from text or sources related.

b. Intensive Reading

According to Yai et al (2012) as cited in Gilakjani & Sabaouri (2016: 231) expressed that intensive reading is useful to develop reading comprehension. For low level readers, intensive reading is possibly the fastest way to build vocabulary. Additionally, reading difficult material forces a learner to develop strategies for dealing with texts that are too hard to read comfortably.

This intensive reading is normally conducted in the classroom, uses a relatively short text accompanied by tasks, and is conducted with the help and/or intervention of a teacher.
4. Models of Reading Process

There are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

1. The Bottom-up Model

Carrel (1989) as cited in Ahmadi & Pourhosein Gilakjani (2016) said that the main focus of this model is the smaller units of a text like letters, words, phrases, and sentences. The reader reads all of the words in a phrase, or a sentence before understanding it. The bottom-up or decoding model of reading was criticized by Eskey (1998) as cited in Gonzales 2017: 162) for its failure to account for the contribution of the reader and his expectations about the text, which are informed by his knowledge of language, and are employed as part of the reading process. The perceived importance of the reader’s expectations in the processing of text led to the development of the top-down model of reading.

2. The Top-down Model

Goodman (1967) as cited in Ahmadi & Pourhosein Gilakjani (2016) stated reading as a “psycholinguistic guessing game” in which readers apply their previous knowledge to relate with a text and to connect these to new information in the text in order to understand it. The readers focus on identifying the next words. Goodman (1982) as cited in Gonzales (2016: 162) is closely related to top-down approaches of reading. He
argues that readers bring a great deal of knowledge, expectations, assumptions and questions to the text and, given a basic understanding of the vocabulary, they continue reading as long as the text confirms their expectations. The top-down school of reading theory claims that readers fit the text into (cultural, syntactic, linguistic, and historical) knowledge they already possess and then check back when new or unexpected information appears. The belief that both top-down and bottom-up processing are important characteristics of the behavior of a skilled reader led to the development of interactive theories of reading.

3. The Interactive Model

The interactive model assumes that all bottom-up and top-down processes interact. In fact, the term interactive can be interpreted in two ways as said by Hedge (2000) as cited in Gonzales (2016: 163). Another view of reading based on the interaction presented between the reader and the text includes according to Birch (2007) in Gonzales (2016: 164) three principal aspects: The different processing strategies, both top and bottom, along with the knowledge base, interact with each other in order to accomplish the reading. The second aspect mentions that the reader’s mind interacts with the written text so that the reader can understand the message. And finally, the reader interacts indirectly with the writer of the
text, trying to give meaning to the message the writer wants to communicate.

5. Reading Skill

The skill of reading is used by the reader to anticipate text information. Every reader has their own way of reading to do that which is appropriate for them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity.

Brown (2004) explains that there are two kinds of skills that the reader should have. They are micro skill and macro skills. The readers, in micro skills, must have skills when they deal with graphemes and orthographic patterns and linguistic signals. Here is the list of skills of reading comprehension (Brown, 2004:187-188):

a. Discriminate among the distinctive graphemes and orthographic patterns of English
b. Retain chunks of language of different lengths in short-term memory
c. Process writing at an efficient rate of speed to suit the purpose
d. Recognize core words, and interpret word order patterns and their significance
e. Recognize grammatical word classes (nouns, verbs, etc.) system (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
f. Recognize that a particular meaning may be expressed in different grammatical forms

g. Recognize cohesive devices in written discourse and their role in signaling in the relationship between and among clauses

While in the macro-skills, the readers need to make use of their discourse knowledge, communicative functions of written text, inference skill, scanning and skimming techniques. The macro skills will help the readers to comprehend a text well. As presented by Brown (2004:187-188), these are the macro-skills of reading as follow:

a. Recognize the rhetorical forms of written discourse and their significance for interpretation

b. Recognize the communicative functions of written texts, according to form and purpose

c. Infer context that is not explicit by using background knowledge

d. Infer links and connection between events, ideas, etc. deduce causes and effects, and detect such relations as main idea, supporting idea, new information given information, generalization, and exemplification

e. Distinguish between literal and implied meanings

f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
g. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

6. Reading Comprehension

Kintsch (1998) and van Djik & Kintsch (1983) as cited in Gilakjani & Sabaouri states that “reading comprehension as the process of creating meaning from the text. It is the complex outcome of the process of constructing meaning from print. Moreover, reading comprehension is the process of simultaneously extracting and constructing meaning through schooling and vital component with written language.

Reading comprehension is the act of understanding what readers are being read. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it, reading doesn’t provide the reader with any information. Keenan et al (2008) as cited in Gilakjani & Sabaouri (2016: 230) expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower and higher level process and skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers.
7. Teaching reading


Based on Lado statements, the reader have to do pre-reading to identifying the graphemes. The fit is the relations between writing system and the spoken language it represent (Lado, 1964) as cited in Surati (2016: 31). Reading someone will get the information. In other words, to achieve the success in language teaching learning process especially in English, reading is one of the important factors in all language teaching.

C. Genre

a. Descriptive Text

1. Definition of Descriptive Text

Description text is a text about characteristic features of a particular thing. According to McWhorter, Kathhleen (2010: 234) as cited in Purwati (2016: 29) stated “Description presents information in a way that appeals to
one or more of the five senses - sight, soul, smell, taste, touch, usually creating an overall impression or feeling.

In line with Broadman, Oshima and Hogue (1997: 50) as cited in Utami (2016: 18) state that “Descriptive writing appeals to the sense, so it tells how something looks, feel, smells, tastes, and/or sounds. It can be said that descriptive text captures one experience of a person or thing into words. In other words, inferential comprehension allows students to make inference by themselves according the text. Besides, the students also have to identify the organization.

a. Purpose of Description

Based on Charles and Axelord (2010) as cited in Utami (2016: 22), the writers can use description for many purposes:

1) To give the readers an impression of a person, things or place
2) To illustrate abstract ideas
3) To make information memorable or to support an argument

There are three basic descriptive technique based on Charles and Axelrod (2010:628)

b. Generic Structure

The generic structure of Descriptive text consist of:

1) Identification : is the paragraph that introduces the character
2) Description : is the part of paragraph the describes the character

c. Language Features

1) Using adjectives and compound adjectives

Examples:

a) A six hundred seated football stadium

b) Beautiful ancient Borobudur Temple

2) Using Linking Verb/Relating Verb

Examples:

a) The temple is so magnificent

b) The temple consist of three terraces

3) Using Simple Present Tense

Examples:

a) The museum houses hundreds of Greek statuses

b) The hotel provides 400 rooms and large swimming pool

4) Using degree of comparison

Examples:

a) The weather in Semarang is hotter than Salatiga

D. SQ4R Strategy

1. Definition of SQ4R Strategy

SQ4R is an extension of the SQ3R method which is a specific tip designed to understand the content of the text developed by Francis P. Robinson at the Ohio State University of the United States. SQ3R stands for
Survey, Question, Read, Recite and Review. Rhonda and Debbie put forward another reading and study plan is called SQ4R. It includes all the steps in SQ3R of Survey, Question, Read, Recite, and Review. But it also adds a fourth R: Write. In this last step, you write about what you read. Ananda (2015) as cited in Simbolon & Marbun (2017: 1000) reveals that the SQ4R learning model can be interpreted as a conceptual framework that describes a systematic procedure by organizing learning experiences to achieve a specific goal. As with any approach, skipping anyone step weakens the system. SQ4R is a strategy especially designed for the use in explanatory and descriptive texts Epcacan (2009 in Basar & Gurbuz (2017). Initially, it occurred as the SQ3R strategy. It became SQ4R after the Reflect step was added by Applegate et al. (1994) as cited in Basar and Gurbus (2017). The steps of this strategy are as follows:

a. Survey

During the Survey step, the student first examines the text heading, its author and date of publication. Then skims over the main heading, subheadings, illustrations, bold and italic words. At last, the students read the first and last sentences of the paragraphs (El-Koumy, 2004: 36; Brown, 1991: 59; Brown, 1992: 8, Gozniczak, 2007: 48) as cited Basar & Gurbus (2017). By means of surveying, the student acquires the skill to predict the subject of the text, its difficulty and knowledge to be acquired from the text (Brown, 1991: 59) as cited in Basar & Gurbus (2017).
b. Question

At this stage, the student prepares questions that can be answered by the text. The questions are prepared by using the sub-headings and questions “who, what, where, why and how” (Brown, 1991: 59; El-Koumy, 2004: 36; Gozniczak, 2007: 48) as cited in Basar & Gurbus (2017). The questions can be prepared by a teacher as well. However, no matter how they are prepared, the questions should definitely be prepared and should ensure that students are focused on the meaning of the text (Brown, 1991: 59) as cited in Basar and Gurbus (2017). This stage ensures that students use their available knowledge and acquire a goal for reading (Epcacan, 2009: 216).

c. Read

At this stage the student carefully reads the text. The student may give verbal or non-verbal answers to the questions asked or underline the portions containing an answer during the reading stage (Brown, 1992: 8; El-Koumy, 2004: 36; Gozniczak, 2007: 48; Epcacan, 2009: 216) as cited in basar & Gurbus (2017).

d. Reflect

Reflecting requires the students to think about and evaluate the information acquired from reading and to find a relation to the available knowledge (Carter, 2011: 13). At this stage, the student gives verbal or written answers to questions asked after the reading stage (Brown, 1992: 9; Epcacan, 2009: 261) and summarizes the text (Brown, 1991: 60). Attention should be
given to not use the textbook when answering the questions (Epcacan, 2009: 261).

e. Recite

At this stage the student checks whether they understood what they read and goes over the text while stopping at the questions in order to refresh and correct their notional scheme relating to the subject (Brown 1991: 60; Gozniczak, 2007: 49) as cited in Basar and Gurbus (2017). This stage forces the student to directly participate in the recital process (Carter, 2011: 13).

f. Review

After all the said steps, the student goes over the reading text once more in order to summarize the subject, answers the questions they did not understand or did not remember, had problems answering (Epcacan, 2009: 261). This stage forces the reader to take place in the repetition and recital process in order to learn (Carter, 2011: 13).

2. Strengths and weaknesses of SQ4R Strategy

SQ4R is a one strategy of teaching and learning reading, as a one strategy SQ4R can give some strengths and weaknesses in teaching learning reading comprehension. According to Walter and Siebert as cited in Rahma (2018: 20), the strengths and weaknesses of SQ4R are as stated below:

a. The Strengths:

1. To help the students focus on learning what is important to them.

2. The students learn to organize and structure their studying.
3. The students state their goals as questions, seek an answer, achieve their goals and move on.

4. The students focus on grasping the key concepts.

b. The Weaknesses:

1. It is difficult to change old study habits.

2. It takes more energy to ask questions and develop summaries than it does to let the students passively read printed pages. Blaxter et al (2010: 115) as cited in Rahma (2018: 21)

   It means that the strategy focus to help the students’ comprehension, improve the quality of the students towards reading comprehension in descriptive text. Therere search createthe new strategy to change the old strategy, and make the students answer question depend on correct answer.

3. Procedure of Teaching Reading through SQ4R Strategy

   Below are some points in teaching reading through SQ4R Strategy:

   1. Pre activity the teacher explains about strategy in learning reading and the teacher selects the material.

   2. While activity the teacher gives a pieces of descriptive text:

      a. To write the topic sentence and summary.

      b. To read the text, and make one or more questions of topic major and answer the question of the text.

      c. To look for answers in the text (reread the text to answer the question).
d. To remember that seeing, saying, hearing, and writing points understanding.

e. To look over the notes and make sure you can answer all of questions.

f. To retain understanding on text, they remember it and able to used the knowledge.

3. Post activity the teacher asks the student to express their problems in comprehending the text, after the student to understood, the teacher ended the class (Orange (2002: 32) as cited in Rahma (2018: 22). It means that the teacher explain in learning reading. The teacher give the paper of descriptive text, and offer the students to write the topic, to read, recite, review, to look for the answer of questions, and they comprehend the purpose of the text.

E. Reading Evaluation Rubric

Rubric is an academic term which refers to performance standards that are designed for specific students. Rubrics have been extensively applied in the academic setting as means of improving learning outcomes among students Mijuškovic (2014: 252). According to Eisner (2009) as cited in Mijuškovic (2014: 252) “Rubrics are important because they can be used to assist students by providing a comprehensive evaluation framework. The purpose of evaluation rubric is like any other evaluation tool, rubrics are useful for certain purposes and not for others. The main purpose of rubric is to assess performances. For example to observe the student in the process of doing
something. For other performance to observe the product that is the result of the students work. It can be concluded that to evaluate students reading comprehension using rubric will help teacher to assist students. There is a rubric for evaluate reading comprehension as below:

Table 2.1

The Rubric Reading Comprehension

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation</td>
<td>4</td>
<td>Answer are mostly correct demonstrate excellent comprehension. Opinion option are always fully justified.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Answer are often correct and demonstrate good comprehension. Opinion are adequately justified.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Answer are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinion are sometimes justified</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Answer do not reflect accurate comprehension of the topic(s). Opinion are unjustified.</td>
</tr>
<tr>
<td>Detail</td>
<td>4</td>
<td>Answer are mostly complete, extensive, and include many details.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Answers are usually complete include several detail</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Answers contain some details.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Answer lack the required detail or are incomplete.</td>
</tr>
<tr>
<td>Use of Information</td>
<td>4</td>
<td>Answer mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrase are often included in answer.</td>
</tr>
<tr>
<td>--------------------</td>
<td>---</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Answer usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrase are sometimes included in answer.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Answer include occasional supporting evidence from the text when necessary.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Answer do not included supporting evidence from the text when necessary.</td>
</tr>
<tr>
<td>Clarify</td>
<td>4</td>
<td>Answer are very easy to understand. They are clear and consistent.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Answer are always easy to understand.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Answer are sometimes can’t be understood, but need to more to the point.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Answer the difficult to understand.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>3</td>
<td>Convention spelling and grammar usually error.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Work contained several spelling and grammar errors</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Work contains many spelling and grammar error.</td>
</tr>
</tbody>
</table>

F. KKM (School Benchmark)
According to Aziz (2014), states that The KKM is the minimum level of mastery learning that a student must obtain. The KKM is established by subject teacher in each school before the school year begins. So, it’s important that school should have school benchmark as the standard minimum score. In each school before the school year begins and also teacher consider three aspects: complexity (level of difficulty), facilities (schools and teaching materials) and student intake (student’s competence and background knowledge of the subjects). For that reason every school has difference standard minimum score / school benchmark.

G. Hypothesis

This research was conducted to answer the question how far the effectiveness after students are taught by using SQ4R strategy. Bacon-Shone (2015, p.19) explains the definition of hypothesis “A hypothesis is a statement that can be empirically tested”. Bacon-Shone also mentions that there are two types of hypothesis. First is alternative hypothesis (Ha) and second is null hypothesis (Ho). The research (or alternative) hypothesis is a positive statement about what the researcher expects to find. Conversely, null hypothesis is a statement that a relationship expected in the research hypothesis does not exist. Creswell (2012, p.126) elaborates about null hypothesis and alternative hypothesis as follows:
1. *Ho*: There is no difference between using SQ4R Strategy in terms of students’ reading on descriptive text for the 8\textsuperscript{th} year students at SMP N 3 Getasan.

2. *Ha*: There is a difference between using SQ4R Strategy towards students’ reading on descriptive text for 8\textsuperscript{th} year students at SMP N 3 Getasan.
A. Setting of the Research

The writer conducted a research in SMP N 3 Getasan. It is located on Jalan Kalipancur, RT 06 RW 03 Dsn. Kedayon Kel. WatesKec. GetasanKab. Semarang. SMP N 3 Getasan is located under the slopes of the Merbabu Mountain which has a cool air. SMP N 3 Getasan is built in 1998. From 2016 until now, SMP N 3 Getasan is led by Joko PurwantoS.Pd. SMP N 3 Getasan devided into 12 classroom., they are: class 7 (a,b,c,d), class 8 (a,b,c,d), class 9 (a,b,c,d). There facilities are text book, library, teacher room, guess room, musholla, canteen, counseling room, and sport field.

B. Research Method

In this experiment research, the researcher will carry the 8th grade students in academic year 2018/2019 its consist 28 students class 8a and 28 students class 8b. The material of the research is attached in syllabus that applied in this period. Another thing is the researcher has been observed from the English teacher of the classes that the students still lack in understanding of descriptive text and also in reading comprehension. So, the researcher tries to apply this research in order find out whether SQ4R have good effect in increasing students reading comprehension or not.
Table 3.1

List of the Students’ Name of 8A Class 7 (Experimental) of SMP Negeri 3 Getasan

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ARAS</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>AA</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>AN</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>AW</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>AWP</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>ASFA</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>AYRP</td>
<td>Male</td>
</tr>
<tr>
<td>8</td>
<td>CA</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>DAS</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>DP</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>DRS</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>EDA</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>FY</td>
<td>Male</td>
</tr>
<tr>
<td>14</td>
<td>GR</td>
<td>Male</td>
</tr>
<tr>
<td>15</td>
<td>HDW</td>
<td>Male</td>
</tr>
<tr>
<td>16</td>
<td>IYM</td>
<td>Female</td>
</tr>
<tr>
<td>No</td>
<td>Students’ name</td>
<td>Sex</td>
</tr>
<tr>
<td>----</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>AMS</td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>AS</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>AEP</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>BC</td>
<td>Male</td>
</tr>
</tbody>
</table>

Table 3.2

List of the Students’ Name of 8B Class (Control) of SMP Negeri 3

Getasan
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>D</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>DRF</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>DS</td>
<td>Male</td>
</tr>
<tr>
<td>8</td>
<td>DU</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>DNS</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>DFA</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>FNR</td>
<td>Male</td>
</tr>
<tr>
<td>12</td>
<td>GR</td>
<td>Male</td>
</tr>
<tr>
<td>13</td>
<td>HDR</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>IHB</td>
<td>Male</td>
</tr>
<tr>
<td>15</td>
<td>KK</td>
<td>Female</td>
</tr>
<tr>
<td>16</td>
<td>MAK</td>
<td>Male</td>
</tr>
<tr>
<td>17</td>
<td>MFK</td>
<td>Male</td>
</tr>
<tr>
<td>18</td>
<td>RM</td>
<td>Male</td>
</tr>
<tr>
<td>19</td>
<td>RA</td>
<td>Female</td>
</tr>
<tr>
<td>20</td>
<td>RAW</td>
<td>Male</td>
</tr>
<tr>
<td>21</td>
<td>RW</td>
<td>Male</td>
</tr>
<tr>
<td>22</td>
<td>RYNK</td>
<td>Male</td>
</tr>
<tr>
<td>23</td>
<td>RC</td>
<td>Male</td>
</tr>
<tr>
<td>24</td>
<td>SM</td>
<td>Female</td>
</tr>
<tr>
<td>25</td>
<td>SR</td>
<td>Male</td>
</tr>
</tbody>
</table>
1. Experimental Research and Quantitative

This research conducted Experimental Research. Lodico Spaulding & Voegtle (2006) states that Experimental research which come out of the scientific realism framework, is thought by many to be only type of research that can result in findings that suggest casual relationships. What makes experimental research distinctive from others forms of quantitative research is that researcher controls or manipulates how groups of participants are treated and then measure how the treatment affects each group. In technical terms, the researcher controls or manipulates one or more independent variables and examines the effect that the experimental manipulation has on the dependent variable or the outcome of the study.

The Researchers also used Quantitative approach for her research. Quantitative is an approach which the result is showed numerically or statistically, as Lodico Spaulding & Voegtle (2006: 12) states all quantitative research approaches summarize results numerically. While, According to Creswell (2012:13) there are some
characteristics of quantitative research, they are: 1) it described research questions through explanation of the relationship among variables, 2) it provided research question and hypotheses, 3) research question and hypotheses were created in specific, narrow, measurable, and observable, 4) it used numeric data for scoring the instrument; pre test and post test, 5) it compared the result of two groups, experiment and control, using statistical analysis, 6) the research report was written using standard, fixed structures and evaluation criteria.

From those explanations above, this research includes in quantitative research includes in quantitative research since this research provided numeric data for the result. There were hypotheses that were tested, and this research met with Creswell’s characteristic of quantitative research stated above.

2. Design of the Experimental Design

By using experimental research, the researcher tries to reveal the effect SQ4R strategy and media booklet in teaching descriptive text. The strategy implement to the students in the experimental group who is used SQ4R strategy and media booklet and control group used Three phases technique. This design for spesifically is called Randomized Control Group Pre-test –Post-test design. The design will figure bellow:
Figure 1.1

The Randomized Control Group

<table>
<thead>
<tr>
<th>Group post-test</th>
<th>Pre-test</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group (R)*</td>
<td>R</td>
<td>X</td>
</tr>
<tr>
<td>Control Group (R)</td>
<td>R</td>
<td>0₄</td>
</tr>
</tbody>
</table>

Source: Sugiyono (2015:76)

3. Procedure of the Research

In there, the researcher tries to differentiate the procedure in treating the experimental group and the control group. The Experimental group will teach by Using SQ4R (Survey, Question, Read, Select, Recite, Review) Strategy and Media Booklet.

Table 3.3

The Steps Model Learning by Applying SQ4R Strategy Adapted

From, Wong (2012), The Center From Students Success from Orientation to Graduation,

<table>
<thead>
<tr>
<th>No.</th>
<th>The Steps</th>
<th>Teacher’s Steps</th>
<th>Students’ Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Survey</td>
<td></td>
<td>Reading quickly to find new vocabulary in short text (booklet)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Give the reading materials for students to read (Booklet)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Inform to students how to find out short text and discuss new vocabulary in booklet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Question</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Inform the students to pay attention to the meaning of the passage.</td>
<td>a. Pay attention to teacher’s explanation (Generic Structure, Sosial Function, Language Feature etc)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Give students’ assignments to make the question of the idea that found using the words</td>
<td>b. Answer the questions that have been made.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.</td>
<td>Read</td>
<td>Instruct students to read and respond / answer the questions that had been prepared before.</td>
<td>Read actively while providing a response to what has been read and answer the questions made.</td>
</tr>
<tr>
<td>4.</td>
<td>Reflect/Record</td>
<td>Simulating / inform the materials on reading.</td>
<td>Students not only memorize and remember the subject matter but try to solve the problem of information provided by teachers with the knowledge that has been known through reading materials.</td>
</tr>
</tbody>
</table>
| 5. | Recite | Ask students to make the essence of the whole discussion of the lessons learn today. | a. Ask and answer questions.  
b. See the notes / the essence have been made before  
c. Making the essence of the whole discussion. |
| 6. | Review | a. Ask students to read the essence that made from the details of the generic | a. Read the essence that have been made  
b. Read back the literature if |
Control group will teach by using Three Phases Technique. Based on Toprak (2009) as cited in Setyaningsih (2013: 4) says that three phase technique in reading are namely pre-reading, while reading and post-reading. In pre-reading (warm up, into, before reading) activities introduce students to a particular text, elicit or provide appropriate. Then, in while reading (during through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. And then, in post reading (after, follow up, beyond reading) exercises first check student comprehension and then lead students to a deeper analysis of the text. The different procedures in treating the experimental group and Control group in the table below:
The Differences of Procedures  Experimental group and Control Group.

Table 3.4
The Different Procedure in Treating the Experimental and Control class

<table>
<thead>
<tr>
<th>No.</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Giving pre-test</td>
<td>Giving pre-test</td>
</tr>
<tr>
<td>2.</td>
<td>Calculation of the pre-test</td>
<td>Calculation of the pre-test</td>
</tr>
<tr>
<td>3.</td>
<td>Analysis of the pre-test result</td>
<td>Analysis of the pre-test result</td>
</tr>
<tr>
<td>4.</td>
<td>Treatment by SQ4R strategy and Media Booklet</td>
<td>Treatment by three phase technique</td>
</tr>
<tr>
<td>5.</td>
<td>Giving post-test</td>
<td>Giving post-test</td>
</tr>
<tr>
<td>6.</td>
<td>Calculation of the post-test</td>
<td>Calculation of the post-test</td>
</tr>
<tr>
<td>7.</td>
<td>Analysis of the post –test result</td>
<td>Analysis of the post-test result</td>
</tr>
<tr>
<td>8.</td>
<td>Concluding the result of finding</td>
<td>Concluding the result of finding</td>
</tr>
</tbody>
</table>

4. Time Schedule of the Research

The research was held in several times by researcher collaborated to with teacher according to the student’s learning schedule. This research also appropriated and connected to the
teacher syllabus. Thus, the researcher did not offend the teacher and student’s learning activity. The schedule of both experimental and control class of the research is written bellow:

**Table 3.5 Schedule of the Research**

<table>
<thead>
<tr>
<th>No</th>
<th>Date and time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 7th, 2018</td>
<td>Giving observation the letter to the one of the administration staff at SMP Negeri 3 Getasan</td>
<td>Office staff SMP Negeri 3 Getasan (09.00 WIB)</td>
</tr>
<tr>
<td>2</td>
<td>September 9th, 2018</td>
<td>Interview with the English teacher in the Preliminary Study (Before Classroom Action Research)</td>
<td>Teacher room SMP Negeri 3 Getasan (10.00 WIB)</td>
</tr>
<tr>
<td>3</td>
<td>September 24th, 2018</td>
<td>Meet the English teacher to do a consultation the lesson plan</td>
<td>Teacher room SMP Negeri 3 Getasan (11.00 WIB)</td>
</tr>
</tbody>
</table>
Table 3.6 Experimental Class Schedule

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Date</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Doing Pre – test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Discussing the pre – test together by teacher and students</td>
<td>October 8(^{th}), 2018</td>
<td>First meeting, 2X40 minutes (09.40-10.20)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Calculating and scoring the pre – test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Analyzing the result of pre – test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving the material of descriptive text by treating students with SQ4R strategy and Media Booklet (giving treatment for the first time)</td>
<td>October 11(^{th}), 2018</td>
<td>Second Meeting, 2X40 minutes (07.15-07.55)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Recalling the students about the lesson of descriptive text and treating with SQ4R strategy and media booklet (giving treatment for second time)</td>
<td>October 15(^{th}), 2017</td>
<td>Third meeting, 2X40 minutes (09.40-10.20)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Doing Post – test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Discussing the post – test together by teacher and students</td>
<td>October 18(^{th}), 2017</td>
<td>Fouth meeting, 2X40 minutes</td>
</tr>
<tr>
<td>9.</td>
<td>Calculating and scoring the post – test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Activities</td>
<td>Date</td>
<td>Time Allocation</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------</td>
<td>-------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Doing Pre – test</td>
<td>Oktober 9th, 2018</td>
<td>First meeting, 2X40 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(08.35-09.15.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(09.15-09.55)</td>
</tr>
<tr>
<td>2.</td>
<td>Discussing the pre – test together by teacher and students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Calculating and scoring the pre – test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Analyzing the result of pre – test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving the material of Descriptive text by using Three Phases technique strategy</td>
<td>Oktober 11th, 2018</td>
<td>Second meeting, 2X40 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(08.35-09.15)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(09.15-09.55)</td>
</tr>
<tr>
<td>6.</td>
<td>Recalling the material of descriptive text</td>
<td>Oktober 16th, 2018</td>
<td>Third meeting, 2X40 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.7 Control Class Schedule
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Doing Post – test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Discussing the post – test together by teacher and students</td>
<td>October 18th, 2018</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Calculating and scoring the post – test</td>
<td>Fourth meeting, 2X40 minutes</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Analyzing the result of post - test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C. Population and Sample**

**a. Population**

Based on Priyono (2016:104) he states that population is all members of the researchers subjects that wantto researches. Furthermore, Creswell (2012:142) a population is a group of individuals who have same characteristic. The researcher will take population in the second group of individuals who have same characteristic. The researcher will take population in the 8th year students of SMP Negeri 3 Getasan in the academic year 2018/2019.

**b. Sample**

Based on Sugiyono (2015:81) stated that sample is the part of populations and it shouls representative and reflect the characteristic of the populations. In this research, the sample used in the research are two
class. In other words, the writer uses this form to get some participant randomly based on the population. The population of this research was 8th grade students at SMP N 3 Getasan and the sample were 28 students of class 8A and 28 students of class 8B. The control group was class 8B and class 8A would be experimental group.

c. Sample technique

“A sample is the respondents selected from population for study (Bacon-Shone, 2015, p.34).” In other words, sample is the respondent who is selected from population. For the sample of this research, the writer took two classes from 8th year students of SMP N 3 Getasan, they are 8 A Class for the experimental group and 8 B class for the control group. Cohen, Manion, and Morrison (2007: 110) states “Every member of the wider population has an equal chance of being included in the sample; inclusion or exclusion from the sample is a matter of chance and nothing else”. Nevertheless, since the writer used purposive sampling technique in this research. The writer took criteria for the samples as follow:

1. Inclusion criteria

a. Students of 8 A class and 8 B class

b. Available when pre-test and post test conducted
2. Exclusion criteria

a. Unavailable when pre-test and post-test conducted.

D. Validity and Reliability

1. Validity

Cohen, Manion & Morrison (2000, p.105) state that “Validity is thus a requirement for both quantitative and qualitative/naturalistic research.” In this research, the writer used two validities as follow:

a. Criterion-related validity or Predictive validity

“Predictive validity is achieved if the data acquired at the first round of research correlate highly with data acquired at a future date.”(Cohen, 2007: 140) This type is used in this research since the writer gave pre-test as the data of the first round and post-test as a future data, where the result of pre- and post-test is highly correlate.

b. Content validity

Cohen (2007, p.137) states “the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover.” The writer design pre- and post-test based on syllabus of eighth year students.

2. Reliability
According to Nunan (1992, p.14) mentions the definition of reliability “Reliability refers to the consistency of the result obtained from a piece of research.” In this research, the writer used only one type of reliability namely the test-retest reliability.

Creswell (2012, p.160) mentions “The test-retest reliability is when scores from one sample are stable over time from one test administration to another. To determine this form of reliability, the researcher administers the test at two different times to the same participants at a sufficient time interval.” The writer gave pre-test to the students of 8A class and 8B class at the same time. Then, the writer also gave post-test to the students of 8A class and 8B class at the same time as well.

E. Research Instrument

Research instrument use to collect data and all the instruments used in this research has been validated by validator Mr. WidiarsoS.Pd as a English Teacher in SMP N 3 Getasan to show that all the instrument are valid and can be used in this research. in this study, there are two kinds of research instrument.

1. Test
Test that the researcher use is written text. Written text use to know how far the students reading comprehension before and after applying SQ4R strategic and Media booklet. For this research, the research use 10 question of multiple choice and use 5 question of essay. The test is about students reading comprehension use Media Booklet and te text material based on the syllabus. Students should be answering each question carefully to get the maximum score. The maximum score the test is 100.

**Rubric For Students Score Sheet**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Aspect/Comprehension in:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Multiple Choice</td>
<td>Essay</td>
<td>Score</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Score Criteria**

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>

57
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>80-89</td>
<td>Very Good</td>
</tr>
<tr>
<td>3</td>
<td>70-79</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
<td>Fair</td>
</tr>
<tr>
<td>5</td>
<td>50-59</td>
<td>Poor</td>
</tr>
<tr>
<td>6</td>
<td>&lt;50</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

2. Non-Test

For the non-test, the researcher use documentation as a research instruments. The documentation that the researcher use is photos during research.

F. Technique of Data Collection

The writer had two methods of collecting data to conduct the research. In this research, the writer used test and documentation.

1. Test

a. Pretest

Based on Cresswell (2012: 297) a pretest provides a measure on some attribute characteristic that you asses for participants in an experiment before they receive treatment. Before giving treatment the writer giving pre-test for all of participant. In this research, before
teaching reading by using SQ4R strategic reading in experimental class, the research will held a pretest, and the students must be done the pre-test that given by the researcher.

b. Post-test

According to Cresswell (2012:297) a post-test is measure attribute or characteristic that is assessed for participants in experiment after treatment Post-test will be held after treatment done. After an experimental class taught by using SQ4R Strategic, the students must through the post-test the given by the researcher.

2. Documentation

Documentation was taken during the researcher’s research. The researchers will use some related documents to the object, such as: school profile, students name list, and the process during research.

G. Data Analysis

In this research the data or students pretest and posttest scores would be analyzed. According to this data, they were significantly different of scores before and after doing this treatment. In control group , the pretest ,posttest, documentation scores were not significantly different because this class was treatment by using conventional technique. Meanwhile, in experimental group looked significantly different between pretest and posttest scores. The following tables show the students pretest and
posttest scores of Experimental and control groups. According to Kariadinata & Maman (2012) describe as follow:

1. Calculate the two mean of experimental and control group using the following formula:

\[ M_1 = \frac{\sum x}{n_1} \]

\( M_1 = \) Mean score of Experimental group

\( N_1 = \) Total number respondent control group

Source: Kariadinata & Maman (2012:233)

\[ M_2 = \frac{\sum y}{n_2} \]

\( M_2 = \) Mean score of control group

\( N_2 = \) Total number of respondent experimental group (students)

2. Calculate the mean of difference (MD) using the following formula:

\[ M_D = \frac{\sum D}{N} \]

\( M_D = \) Mean of students’ score in experimental group

\( \sum D = \) Difference between pre-test and post-test of experimental group

Difference (D), with the formula:

\[ D = X - Y \]

\( X = \) Pre-test score of experimental group

\( Y = \) Post-test score of experimental group

\( N = \) Total of respondent of experimental group
3. To find out the deviation standard that will be processed in T-test calculation, the researcher will use this formula below:

$$SD_D = \sqrt{\frac{\sum D^2}{N}} - \left(\frac{\sum D}{N}\right)^2 \textbf{Source: Kariadinata & Maman (2012: 217)}$$

Note:

SD : Deviation Standard from difference

N  : Amounts of students who involve in the test

4. To find out the effectiveness between x and y by calculate 1 hitung (uji-t), the researcher uses this formula, in order to analyze the effectiveness the method used in the learning process in the learning process the researcher will use this formula below:

$$T_0 = \frac{M_D}{SE_{MD}}$$

\textbf{Source: Kariadinata&Maman(2012: 211)}

Note:

To  : T= test

M_D  : Mean of different

D  : Difference score between pretest and post test result

SE_{MD}  : Standard error from mean of different

H. Statistical Hypotese
Before conducting the result of hypothesis, these are statistical research hypothesis as follows:

\[ H_a : \{ \mu_1 \neq \mu_2 \} \]
\[ H_0 : \{ \mu_1 = \mu_2 \} \]

1. If there is a significant difference of students reading score after they are taught by SQ4R Strategic. It means that SQ4R Strategic Reading is effective in teaching reading comprehension and it is alternative hypothesis (Ha).

2. If there is no significant difference of students reading score after they are taught by SQ4R Strategic. It means that SQ4R Strategic is not effective in teaching reading comprehension and it is null hypothesis (H0).
CHAPTER IV
RESEARCH FINDING AND DATA ANALYSIS

This chapter focused on analyzed the collected data: The researcher collected the data from the eight-year students of SMP Negeri 3 Getasan. The researcher was given the details of the findings. It can be seen the finding of the collected data since in the beginning until the end of the research. In this finding, the researcher, has arranges it into two group research, they are experimental research and control group research. Every research consist of three activities three are pre-test, treatment and post-test.

A. Data Presentation

The researcher collected data from 56 Eighth year students of SMP N 3 Getasan in the academic year of 2017/2018. They were consist of 28 students of 8a class and 28 students of 8b class. The researcher conduct all of the class and divided into 2 group, as the experimental group and control group.

In this chapter, the researcher presented the data and the analysis from the result of pre-test and post-test both of experimental group and control group. This chapter discovered the problem in chapter I they are: to know the difference before and after teaching reading using SQ4R Strategy to find out significant difference of students reading comprehension taught by SQ4R
strategy and those taught by Three phases Technique of the Eighth Year of SMP N 3 Getasan in Academic Year of 2017/2018.

To answer those question, the researcher listed the students name and their score. Then, the researcher classified the interval class, mean, standard deviation. Finally, the researcher determined the table of t-value for significant difference of the research.

Before giving treatment, the researcher wanted to know the students mastery on reading comprehension first by using pretest both experimental and control group on October 8th 2018. In pretest, did not give any treatment to them. It’s purely their own ability they got from their own teacher using Three phases technique. The researcher wanted to know students reading comprehension before giving any treatment using SQ4R Strategy.

1. The Result of the Pre-test
   
   a. Pre-test of the Experimental Group

   In this test, the students were asked to read a descriptive text exercises with 10 items of multiple choice form and then the students must answer the 5 items of essay. The experimental group in pretest was followed by 25 student. The score of students pre-test as follows:
Table 4.1

Score of The Students Reading Comprehension In Pre-test

Experimental Group

<table>
<thead>
<tr>
<th>NO</th>
<th>CLASS</th>
<th>NAME</th>
<th>ASPECT/COMPREHENSION</th>
<th>MC</th>
<th>ESSAY</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8a</td>
<td>ARAS</td>
<td></td>
<td>7</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>8a</td>
<td>ANR</td>
<td></td>
<td>5</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
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<td>8a</td>
<td>AW</td>
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<td>7</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>8a</td>
<td>AWP</td>
<td></td>
<td>5</td>
<td>18</td>
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<td>8a</td>
<td>CA</td>
<td></td>
<td>6</td>
<td>8</td>
<td>47</td>
</tr>
<tr>
<td>7</td>
<td>8a</td>
<td>DAS</td>
<td></td>
<td>8</td>
<td>6</td>
<td>47</td>
</tr>
<tr>
<td>8</td>
<td>8a</td>
<td>DP</td>
<td></td>
<td>6</td>
<td>10</td>
<td>53</td>
</tr>
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<td>8a</td>
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<td>SNS</td>
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<td>7</td>
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<td>57</td>
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<td>HDW</td>
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<td>IYM</td>
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<td></td>
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</tr>
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<td>KDL</td>
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<td>8a</td>
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<td>18</td>
<td>77</td>
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<td>6</td>
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<td></td>
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<td>8a</td>
<td>PU</td>
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<td>8</td>
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<td>21</td>
<td>8a</td>
<td>PS</td>
<td>5</td>
<td>8</td>
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</tr>
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<td>22</td>
<td>8a</td>
<td>RF</td>
<td>4</td>
<td>6</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>8a</td>
<td>SE</td>
<td>6</td>
<td>10</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>8A</td>
<td>SNF</td>
<td>6</td>
<td>8</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>8A</td>
<td>SU</td>
<td>7</td>
<td>6</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ΣX= 1350</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

Score = \( \frac{MC + Essay}{30} \times 100\% \)

MC : Items of Multiple Choice (1 number (score 1))

Essay : Items of Essay (1 number score = 4)

Source : Validated by Validator Mr. Widiarso S.pd English teacher in SMP N 3 Getasan.
b. Pre-test of the Control Group

In this test, the students were asked to read a descriptive text exercises with 10 items of multiple choice form and then the students must answer the items of essay. In control group in pre-test was followed by 25 students, 2 students was absent.

Table 4.2

Score of The Students Reading Comprehension In Pre-test

<table>
<thead>
<tr>
<th>NO</th>
<th>CLASS</th>
<th>NAME</th>
<th>ASPECT/COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MC</td>
</tr>
<tr>
<td>1</td>
<td>8b</td>
<td>AMS</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>8b</td>
<td>AS</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>8b</td>
<td>AEP</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
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<td>BC</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>8b</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>8b</td>
<td>DRF</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
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<td>8b</td>
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<td>5</td>
</tr>
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</tr>
<tr>
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<td>8b</td>
<td>TS</td>
<td>7</td>
</tr>
<tr>
<td>15</td>
<td>8b</td>
<td>MAK</td>
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</tr>
<tr>
<td>16</td>
<td>8b</td>
<td>MFK</td>
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<tr>
<td>17</td>
<td>8b</td>
<td>RM</td>
<td>6</td>
</tr>
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<td>18</td>
<td>8b</td>
<td>RA</td>
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</tr>
<tr>
<td>19</td>
<td>8b</td>
<td>RAW</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>8b</td>
<td>RW</td>
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</tr>
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<td>21</td>
<td>8b</td>
<td>RYNK</td>
<td>7</td>
</tr>
<tr>
<td>22</td>
<td>8b</td>
<td>RC</td>
<td>5</td>
</tr>
<tr>
<td>23</td>
<td>8b</td>
<td>SM</td>
<td>5</td>
</tr>
<tr>
<td>24</td>
<td>8b</td>
<td>SR</td>
<td>5</td>
</tr>
<tr>
<td>25</td>
<td>8b</td>
<td>SU</td>
<td>6</td>
</tr>
</tbody>
</table>

\[ \sum Y = 1421 \]

Notes: Score = \( \frac{MC + Essay}{30} \times 100\% \)

MC : Items of Multiple Choice (1 number (score 1))
Essay : Items of Essay (1 number score = 4)

Source: Validated by Validator Mr. Widiarso S.pd English teacher in SMP N 3 Getasan

2. **The Result of the Post-test**

a. **Post-test of Experimental Group**

The experimental group in post-test was followed by 25 students.

The score of students Post-test as follows:

<table>
<thead>
<tr>
<th>NO</th>
<th>CLASS</th>
<th>NAME</th>
<th>ASPECT/COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ASPECT/COMPREHENSION</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MC</td>
</tr>
<tr>
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<td>ARAS</td>
<td>7</td>
</tr>
<tr>
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<td>8a</td>
<td>ANR</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>8a</td>
<td>AW</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>8a</td>
<td>AWP</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>8a</td>
<td>ASFA</td>
<td>6</td>
</tr>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>8a</td>
<td>CA</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>8a</td>
<td>DAS</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>8a</td>
<td>DP</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>8a</td>
<td>DRS</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>8a</td>
<td>EDA</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>8a</td>
<td>FY</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>8a</td>
<td>HDW</td>
<td>7</td>
</tr>
<tr>
<td>13</td>
<td>8a</td>
<td>IYM</td>
<td>9</td>
</tr>
<tr>
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<td>8a</td>
<td>KDL</td>
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</tr>
<tr>
<td>15</td>
<td>8a</td>
<td>LAW</td>
<td>7</td>
</tr>
<tr>
<td>16</td>
<td>8a</td>
<td>MDA</td>
<td>9</td>
</tr>
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</tr>
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</tr>
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<td>8a</td>
<td>PS</td>
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</tr>
<tr>
<td>21</td>
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<td>RF</td>
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</tr>
<tr>
<td>22</td>
<td>8a</td>
<td>SE</td>
<td>9</td>
</tr>
<tr>
<td>23</td>
<td>8a</td>
<td>SNF</td>
<td>8</td>
</tr>
<tr>
<td>24</td>
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<td>8</td>
</tr>
<tr>
<td>25</td>
<td>8a</td>
<td>SNS</td>
<td>6</td>
</tr>
</tbody>
</table>
Notes:

\[ \text{Score} = \frac{MC + Essay}{30} \times 100\% \]

MC : Items of Multiple Choice (1 number (score 1))

Essay : Items of Essay (1 number score = 4)

b. Post-test of Control Group

The control group in post-test was followed by 27 students, 1 student was absent.

The score of students of post-test as follows.

Table 4.4

<table>
<thead>
<tr>
<th>Score of The Students Reading Comprehension In Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NO</th>
<th>CLASS</th>
<th>NAME</th>
<th>ASPECT/COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>MC</td>
</tr>
<tr>
<td>1</td>
<td>8b</td>
<td>AMS</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>8b</td>
<td>AS</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>8b</td>
<td>AEP</td>
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</tr>
<tr>
<td>4</td>
<td>8b</td>
<td>BC</td>
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</tr>
<tr>
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</tr>
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<td>8b</td>
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</tr>
<tr>
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<td>8b</td>
<td>DRF</td>
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<td>8b</td>
<td>DU</td>
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<td>8b</td>
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<td>12</td>
<td>8b</td>
<td>HDR</td>
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<tr>
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<td>MAK</td>
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<td>8b</td>
<td>MFK</td>
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<td>RM</td>
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<td>8b</td>
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<td>RW</td>
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</tr>
<tr>
<td>21</td>
<td>8b</td>
<td>RYNK</td>
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<tr>
<td>22</td>
<td>8b</td>
<td>RC</td>
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<td>23</td>
<td>8b</td>
<td>SM</td>
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<tr>
<td>24</td>
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<td>8</td>
</tr>
<tr>
<td>25</td>
<td>8b</td>
<td>SU</td>
<td>8</td>
</tr>
</tbody>
</table>
Notes:

Score = \( \frac{MC + Essay}{30} \times 100\% \)

MC : Items of Multiple Choice (1 number (score 1))

Essay : Items of Essay (1 number score = 4)

Source : Validated by Validator Mr. Widiarso S.pd English teacher in SMP N 3 Getasan.

B. Data Analysis

3. Calculating Mean of Pre-test

a. Mean of Experimental Group

The result of sum score of pre-test in experimental group was 1.350.

After the researcher finished the pre-test and shows the result of pre-test data, then the researcher want to calculate the mean both of the experimental group and control group used this formula below.

Table 4.5

<table>
<thead>
<tr>
<th>NO</th>
<th>SCORE</th>
<th>CRITERIA</th>
<th>NUMBER OF</th>
</tr>
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</table>

\( \sum Y = 1702 \)
<table>
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<th></th>
<th>90-100</th>
<th>Excellent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>80-89</td>
<td>Very Good</td>
<td>3</td>
</tr>
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<td>70-79</td>
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<td>2</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
<td>Fair</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>50-59</td>
<td>Poor</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>&lt;50</td>
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<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>25</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: *) students who passed the minimum mastery Criteria (CriteriaKetuntasanMinimum(KKM)) = 70.

The mean of Pre-test

\[ M_x = \frac{\sum x}{n} \]

\[ M_x = \frac{1350}{25} \]

\[ M_x = 54.00 \]

54.00 is the result pre-test mean before giving any treatment using SQ4R Strategy. 1350 is total of pre-test and 25 is total of students who followed the research. Based on the result of the pre-test the student comprehension in reading was in poor level.

From the table of pre-test above, it can be seen there are no one of the respondents that got excellent score. Some students was passed the minimum required standard 70. There are 12 students got very poor level.
6 students got poor level, 2 students got fair level, 2 students got good level, and 3 students got very good level. It was 5 students can passed the minimum mastery criteria and 21 students can’t passed the minimum mastery criteria (KKM).

b. Mean of The Control Group

The sum score of pre-test in the control group was 1,421. The researcher want to calculate the mean of the data pre-test in the control group. The result of the data pre-test will be shown in table criteria below.

**Table 4.6**

<table>
<thead>
<tr>
<th>NO</th>
<th>SCORE</th>
<th>CRITERIA</th>
<th>NUMBER OF STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90-100</td>
<td>Excellent</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>80-89</td>
<td>Very Good</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>70-79</td>
<td>Good</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
<td>Fair</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>50-59</td>
<td>Poor</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>&lt;50</td>
<td>Very poor</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>
Note: *) students who passed the minimum mastery Criteria (KriteriaKetuntasanMinimum(KKM)) =70.

The mean of Pre-test

\[ M_y = \frac{\sum Y}{n^2} \]

\[ M_y = \frac{1421}{25} \]

\[ M_y = 56.84 \]

56.84 is the result of post mean. 1421 is total of post-test and 25 is total of students who followed the research. Based on the result of the post-test, the students comprehension in reading was still poor.

From the table of post-test above, it can be seen there are no one of the respondents that got excellent score and got good level, 11 students got fair level, 10 students got poor level, and 5 students got very poor level.

1. Calculating the Mean of the Post-test

a. Mean of Experimental Group

The experimental group after giving treatment taught by SQ4R Strategy and Media Booklet, the sum score of post-test was 1.870. then the researcher calculated the mean of post-test.

The score of students as follows:

Table 4.7

Score Criteria Mean Post-test Experimental Group
<table>
<thead>
<tr>
<th>NO</th>
<th>SCORE</th>
<th>CRITERIA</th>
<th>NUMBER OF STUDENT</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>90-100</td>
<td>Excellent</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>80-89</td>
<td>Very Good</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>70-79</td>
<td>Good</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
<td>Fair</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>50-59</td>
<td>Poor</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>&lt;50</td>
<td>Very poor</td>
<td>-</td>
</tr>
</tbody>
</table>

TOTAL 25

Note: *) students who passed the minimum mastery Criteria (Kriteria Ketuntasan Minimum (KKM)) = 70.

The Mean of Post-test

\[ M_Y = \frac{\Sigma Y}{N} \]

\[ M_Y = \frac{1805}{25} \]

\[ M_Y = 72.20 \]

72.20 is the result of experimental post-test mean. 1.805 is total of post-test and 25 is total students who followed the research. Based on the result of the post-test, the students comprehension in reading was in very good level.

From the table of post-test above, it can be seen there are no one of the respondents that got excellent score. All students was passed the
minimum required standard 70. There 8 students got very good level, 8 students got good level, 7 students got fair level, and 2 students got poor level. From the result above, it shows mean of post-test was 71.9. It means that after giving treatment by using SQ4R strategy. It was 16 of students can passed the minimum mastery criteria and 10 students can’t passed the minimum mastery criteria (KKM).

b. **Mean of the Control Group**

In the control group taught by three phases technique and the sum score post-test in the control group was 1.861. Before calculate the mean of the post-test in the control group, the researcher shows the result of the data post-test, then the researcher calculated the mean of the post-test in the control group.

**Table 4.8**

<table>
<thead>
<tr>
<th>NO</th>
<th>SCORE</th>
<th>CRITERIA</th>
<th>NUMBER OF STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90-100</td>
<td>Excellent</td>
<td>-</td>
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<tr>
<td>2</td>
<td>80-89</td>
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<td>3</td>
<td>70-79</td>
<td>Good</td>
<td>11</td>
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<tr>
<td>4</td>
<td>60-69</td>
<td>Fair</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>50-59</td>
<td>Poor</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>&lt;50</td>
<td>Very poor</td>
<td>-</td>
</tr>
</tbody>
</table>
The Mean of Pre-test:

\[ M_Y = \frac{\Sigma Y}{N} \]

\[ M_Y = \frac{1702}{25} \]

\[ M_Y = 68.08 \]

68.08 is the result of post-test mean 1.702 is total of post test and 25 is total who followed the research, 1 students was absent. Based on the result of the post-test, the students comprehension in reading was good level.

From the table of post-test above, it can be seen there are some students was passed the minimum score required standard 70. There are no one of students got excellent level. 4 students got very good level, 11 students got good level, 8 students got fair level and 4 students still got poor level. From the result above, it shows mean of post-test was 68.9. It means that after giving treatment by using Three Phases technique. It was 11 of students can passed the minimum mastery criteria and 12 students can’t passed the minimum mastery criteria (KKM).
c. Data Analysis Pre-test and Post-test

Before the researcher applied SPSS version 23, the writer showed result from pre-test and post-test in experimental group. It could be seen in this table below:

1. Result Pre-test and Post-test of Experimental Group

After presenting the score of Pre-test and post-test from experimental Group, the researcher used paired Sample t-test in SPSS version 23. The result could be seen below:

Figure 4.1

Result of Paired Sample Statistics of Experimental Group

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRE</td>
<td>54.00</td>
<td>25</td>
<td>16.778</td>
<td>3.356</td>
</tr>
<tr>
<td>POST</td>
<td>72.20</td>
<td>25</td>
<td>9.883</td>
<td>1.977</td>
</tr>
</tbody>
</table>

From the table above, the researcher concluded the mean of pre-test experimental class was 54.00 and mean of Post-test of experimental group was 72.20 the quantity (N) of the students in experimental group was 25 students.
Result of Paired Samples Correlations of Experimental Group

<table>
<thead>
<tr>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>PRE &amp; POST</td>
<td>25</td>
</tr>
</tbody>
</table>

The table above showed that the correlation of pre-test and post-test of the experimental class was 0.153 and the significance was 0.467.

Figure 4.3

Result of Paired Samples Test of Experimental Group

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>PRE – POST</td>
<td>18.200</td>
<td>18.127</td>
<td>3.625</td>
<td>-25.682 - -10.718</td>
<td>-5.020</td>
<td>24</td>
</tr>
</tbody>
</table>

The result of paired-samples t-test would be significant if sig. (2-tailed) value was < 0.05 and would not be significant if sig. (2-tailed) valued was > 0.05. If sig. (2-tailed) value < 0.05, Ha was accepted and H0 was rejected, while if sig. (2-tailed) value > 0.05, Ha was rejected and H0 was accepted. In the table above, the sig (2-tailed)
value was 0.00. From the table above, the sig. (2-tailed) value < 0.05. it means that $H_a$ was accepted.

The writer could conclude that The Implementation SQ4R Strategy to Teach Reading on Descriptive text, $H_0$ was rejected while $H_a$ was accepted. It means that there is a difference between using SQ4R Strategy and Media booklet to Teach Reading on Descriptive text for the 8\textsuperscript{th} year students at SMP N 3 Getasan.

2. **Result Pre-test and Post-test of Control Group**

In control group, the researcher did the same steps in analyzing the data. The researcher sowed the result of pre-test and post-test from control group first. The researcher realized that the scores between pre-test and post-test control group different the table could be seen below:

![Figure 4.4](image)

**Figure 4.4**

Result of Paired Samples statistics of Control Group

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 PRE</td>
<td>56.84</td>
<td>25</td>
<td>6.774</td>
<td>1.355</td>
</tr>
<tr>
<td>POST</td>
<td>68.08</td>
<td>25</td>
<td>7.804</td>
<td>1.561</td>
</tr>
</tbody>
</table>

From the table above, the researcher concluded the mean of pre-test control group was 56.84 and mean of post-test of control
The quantity (N) of the students in control group was 25 students.

The table above showed that the correlation of pre-test and post-test of the control class was 0.098 and the significance was 0.641.

The result of paired t-test would be significant if sig. (2-tailed) value was < 0.05 and would not be significant if sig. (2-tailed) value
was > 0.05. If sig. (2-tailed) value < 0.05, Ha was accepted and H0 was rejected, while if sig. (2-tailed) value > 0.05, Ha was rejected and H0 was accepted. In the table above sig. (2-tailed) value was 0.00. From the table above, the sig. (2-tailed) value < 0.05. It means that Ha was accepted.

The writer could conclude that the students reading comprehension on explanation text in control group also got improvement. Thus, there was a significant difference between pre-test and post-test in control group. The result of the research also proved Hananiel et al (2014) theory “Booklet is a useful tool in introductory lessons with SQ4R strategy and also serves as a guides a every time you use SQ4R stratgy.
CHAPTER V

CLOSURE

After conducting the research, presenting the data, analyzing the data and discussing the result, in this chapter the researcher would like to present the conclusion and suggestion of this research which is entitled “The Implementation of SQ4R Strategy to Teach Reading on Descriptive text of the 8th year students of SMP N 3 Getasan in the Academic Year of 2017/2018.”

A. Conclusion

Based on the findings and discussions in the previous chapter, they are some conclusions that could be drawn as the following:

1. Profile of Students’ Reading Comprehension score of Descriptive Text of 8th year students of SMP N 3 Getasan in the Academic year of 2018/2019 before and after taught by using SQ4R Strategy.

The calculation showed the result of pre-test and post-test mean of experimental group. The mean of pre-test is 54.00 while the mean post-
test was 72.20. The mean of post-test is higher than the mean of pre-test. The difference between the students pre-test and post-test mean taught by SQ4R Strategy is 18.2.

The calculation also showed the result of pre-test and post-test mean for control group. The mean of pre-test was 56.84 while the mean post-test is 68.08. The mean of post-test is also higher than the mean of pre-test. The difference between pre-test and post-test mean is 11.2.

2. **Influence SQ4R Strategy to teach reading on descriptive text**

   The calculation about the data by using SPSS version was presented in Chapter IV. In experimental group, the result of paired-samples t-test shows 0.00 in sig. (2-tailed). Thus, the null hypothesis ($H_0$) was rejected and the alternate hypothesis ($H_a$) was accepted. It means that there was significant difference between pre-test and post-test mean in experimental group. Therefore, SQ4R Strategy influenced the students reading comprehension on descriptive text.

   The calculation of control group was also presented in Chapter IV. The result of paired-samples t-test shows 0.00 in sig. (2-tailed) in control group. It means that the students reading comprehension on descriptive text in control group also got improvement. Thus, there was significance difference between pre-test and post-test mean in control group.

   For the conclusion, SQ4R Strategy and influenced the students reading comprehension on descriptive text because the value of sig (2-tailed) was
lower than 0.05. Thus, the research approved the alternate hypothesis (Ha) that stated there was a difference between using SQ4R Strategy and towards students reading comprehension on descriptive text for the 8th year students at SMP N 3 Getasan.

B. Suggestion

Based on the conclusion above, the researcher would like to presents the following suggestions to:

1. For the teacher

To make SQ4R Strategy and media booklet succesfully to implemented in the classroom, the researcher recomended several suggestion to be taken into consideration by English teacher.

Those suggestion are:

a. The researcher suggest to teacher to implement SQ4R Strategy to teach student reading comprehension because it help the students to strenghthen their comprehension.

b. The teacher should be patient in giving clear instruction to the students before implementing SQ4R Strategy because this strategy is confusing for the firstly beginer.

c. The teachers must carefully when explaining this new technique and should give clear explanation about what the students should do when SQ4R Strategy applied.
2. For the Students

   a. The research suggest to students to use SQ4R Strategy because it can increase their reading comprehension.

   b. Students should be more pay attention in English class especially when the teacher explain the material.

   c. The researcher suggest to student to use SQ4R Strategic reading to make the students closer each other and working cooperatively as well as SQ4R strategic reading goal.

3. For the Researcher

   To other future researchers, it is recommended for them to develop this strategic for other skills and the researcher should prepare the research well be manage the time.


Hananiel, Clarry, Sada, & Novita, Dewi. Improving Students reading Comprehension Recount text By using SQ4R and Media Booklet. English Education Study Program, Teacher Training and Education Faculty, Tanjungpuara University


Runiatun dkk. (2016). *Penggunaan Strategy SQ4R (Survey,Question,Read,Reflect,Recite,Review) Untuk Meningkatkan Keterampilan Membaca*. FKIP UNSemail: runni.wibowo@gmail.com


Wong, L. (2012). *Essential Study Skills*. Australia: Wadsworth Cenage Learning,
STATEMENT OF ORIGINALITY AND PUBLICATION'S WILLINGNESS

For myself who got a signature below:

Name : Yurvistasari
Study Number : 113-14-012
Faculty : Teacher Training and Education Faculty
Program : English Education Departement

The researcher fully declare that this graduating paper was made by the writer herself, and it is not contained the materials written or has been published by other people and others people ideas. The materials and ideas from the other people in this graduating paper were cited scientifically. The writer be pleased if this graduating paper to be published at e-repository IAIN Salatiga.

Salatiga, 2 April 2019

The Researcher

[Signature]

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113-14-012
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Address : Krujan Lor, RT 10 RW 05 Sidorejo Salatiga

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Faculty : English Education Department

Education history:

1. SD N Kutowinangun 01 Salatiga
2. SMP N 9 Salatiga in 2008
3. SMK N 1 Salatiga in 2011
4. IAIN Salatiga Graduated in 2019

Salatiga, Oktober 17 2018

Yurvistasari

NIM: 113 14 012
## SATUAN KREDIT KEGIATAN (SKK)

<table>
<thead>
<tr>
<th>No</th>
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<td>------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>--------</td>
<td>--------</td>
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<td>18</td>
<td>26 Oktober 2017</td>
<td></td>
<td></td>
<td>8</td>
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<td>19</td>
<td>5 Juni 2018</td>
<td></td>
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<td>8</td>
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**Total:** 109

Salatiga, 12 December 2018
Mengetahui,
Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

H. Achmad Maimun, M.Ag
NIP. 197005101998031003
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Jur Vasti Sari
NIM : 113-14-012
Dosen Pembimbing : Dr. Setia Rini, M.Pd.

Judul Skripsi pada surat penunjukan pembimbing skripsi:
The Implementation of SQ4R Strategy and Media Booklet to Teach Reading on Descriptive Text

<table>
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<th>Isi Konsultasi</th>
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<td>Bimbingan proposal RPP</td>
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Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.

Dosen Pembimbing:
NIP: 88888888888888888888

[Signature]
# LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa: [Nama]
NIM: 113-14-012
Dosen Pembimbing: Dr. Setiа Rini, M.Pd

**Judul Skripsi (Surat penunjukan pembimbing skripsi):**

The Implementation of SQ4R Strategy and Media Booklet to Teach Reading on Descriptive Text

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Catatan:

Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.

Dosen Pembimbing: [Tanda Tangan]

NIP: [Nomor Induk Pekerja]
# SILABUS PEMBELAJARAN

Sekolah : ......................  
Kelas : VIII ( Delapan )  
Mata Pelajaran : BAHASA INGGRIS  
Semester : 1 (Satu)  
Standar Kompetensi : Membaca

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Membaca nyaring bernyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar | 1. Teks fungsional pendek berupa:  
- Undangan  
Contoh :  
Dandi,  
Please come to our meeting  
Day : Saturday  
Date:March 1st, 2008  
Time : 10.00  
Place : Osis Reuni  
Don’t be late !  
Budy  
Secretary  
- Pesan Singkat  
Lia,  
I’m out for shopping  
your meal is in refrigerator  
Mom  
2. Teks esei berbentuk | 1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk “undangan”/pesan pendek  
2. Mendengarkan undangan yang dibacakan oleh guru/teman  
3. membaca nyaring teks fungsional pendek tentang undangan/pesan pendek  
4. menjawab pertanyaan tentang isi teks fungsional pendek “undangan”/pesan pendek  
5. Menyebutkan tujuan komunikatif teks fungsional pendek “undangan” | Tes lisan  
Membaca nyaring | 6 x 40 menit |
| | | | | | |
| Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar | 1. Teks fungsional pendek berupa:  
- Undangan  
Contoh :  
Dandi,  
Please come to our meeting  
Day : Saturday  
Date:March 1st, 2008  
Time : 10.00  
Place : Osis Reuni  
Don’t be late !  
Budy  
Secretary  
- Pesan Singkat  
Lia,  
I’m out for shopping  
your meal is in refrigerator  
Mom  
2. Teks esei berbentuk | | | | | |
| | | | | | |

<table>
<thead>
<tr>
<th>Teknik</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tes lisan</td>
<td>Membaca nyaring</td>
<td><em>Read the the text aloud and clearly.</em></td>
</tr>
<tr>
<td>Tes tertulis</td>
<td>1. Melengkapi</td>
<td>1. <em>Complete the test using correct words</em></td>
</tr>
<tr>
<td></td>
<td>2. Pilihan ganda</td>
<td>2. <em>Choose the correct answer</em></td>
</tr>
<tr>
<td></td>
<td>3. Uraian</td>
<td>3. <em>Answer the following questions based on the text</em></td>
</tr>
</tbody>
</table>

*Teknik* | *Bentuk Instrumen* | *Contoh Instrumen*
| - kata terkait – tema dan jenis teks | descriptif dan recount | /pesan pendek | 6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek “undangan” /pesan pendek |
| - Ungkapan Baku | - Don’t be late! - Don’t miss it! | | |
| Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptif dan recount | | 1. Tanya jawab berbagai hal terkait tema/topik bacan |
| 1. Teks tulis berbentuk | descriptif dan recount | • Makna gagasan |
| 2. Langkah retorika teks | descriptif dan recount | • Makna tekstual dalam teks descriptif dan recount |
| 3. Tujuan komunikatif teks descriptif dan recount | | 2. Review kosakata dan tatabahasa terkait jenis teks descriptif/recount |
| | | 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks |
| | | 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks descriptif / recount |
| | | 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca |
| | | 7. Membaca nyaring dan bermakna teks descriptif / recount |
| | | |
| | | 1. Menjawab mau tau pertanyaan tentang |
| | | 2. Makna gagasan |
| | | 3. Langkah retorika teks descriptif dan recount |
| | | 4. Tujuan komunikatif teks descriptif dan recount |
| | | 5. Ciri kebahasaan teks descriptif dan recount |
| Tes tulis | PG | 1. Choose the best option based on the text. |
| | | 2. State whether the statements are TRU or FALSE. |
| | | 3. Answer the questions |
| Tes lisan | Membaca nyaring | Read the text aloud. |
Karakter siswa yang diharapkan:

- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP N 3 GETASAN
Kelas/Semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Materi : Descriptive text
Pertemuan ke : 1(2x40 menit)
Aspek / skill : Reading

A. STANDAR KOMPETENSI

5. Memahami makna teks tulis fungsional dan essay pendek sederhana berbentuk descriptive dengan tema “place” yang berkaitan dengan lingkungan sekitar.

B. KOMPETENSI DASAR

5.3. Merespon makna dan langkah-langkah retorika dalam essay pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dengan tema “place”.

C. INDIKATOR

1. Siswa dapat menjelaskan apa itu descriptive text.
2. Siswa dapat menggunakan generic structure dalam descriptive text dengan baik dan benar
3. Siswa dapat menjelaskan language feature/ciri-ciri bahasa
4. Siswa dapat memberikan contoh descriptive text
5. Siswa dapat menjawab pertanyaan/tugas
D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa mampu:

1. Menjawab pertanyaan berdasarkan informasi dalam bacaan
2. Menulis jawaban singkat atas suatu pertanyaan

E. METODE PEMBELAJARAN

Metode : SQ4R Technique

F. MATERI PEMBELAJARAN

Bacaan teks Taj Mahl (terlampir)

Descriptive text is a kind of text with a purposes to give information. the context of this kind of text is the description of particular thing, animal, person, or others, the social function of descriptive text is to describe a particular person, place, or thing.

Generic Structure of Recount Text:

- Identification: Identifies phenomenon to be described.
- Description: Describes parts, qualities, characteristic, etc

Language Feature

Descriptive uses ‘be’ and ‘have’. Tense wich is often used simple present tense. However some times it uses past tense if the thing to be described doesn’t exist anymore. Significant Grammatical feature

- Focus on specific participants
  (My English teacher, Andini’s cat, My favorite place)
- Use of Simple Present Tense
  (my sister likes dog very much)
- Use Past Tense
- Use of descriptive adjectives
  (strong, legs, white fangs)
- Use of detailed noun phrase to give information about te subject.
Example Descriptive text

*(Identification)*

Taj Mahal is enormous building which was built by Emperor Shah Jahan in the memory of his dear wife at Agra. Because of its great architecture, Taj Mahal is regarded as one of the eight wonders of the world.

*(Description)*

Taj Mahal is a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque, a guest house, and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of geometry and symmetry of architectural elements.

Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

Example of Descriptive Text

**G. Langkah Pembelajaran**

Pertemuan 1 (2 x 40 menit):
| Kegiatan Awal | 1. Guru mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)  
2. Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)  
3. Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.  
4. Guru memberi gambaran tentang pelajaran yang akan berlangsung.  
5. Guru mengulang singkat pembahasan minggu lalu. | 5 menit |
| Kegiatan Inti | 1. Guru memberikan Booklet dgn tema Place” Taj Mahal” kepada siswa (treatment)  
2. Guru membimbing siswa mengamati Booklet dan mengamati short text dan membahas kosakata baru di dalam Booklet.(Survey) | 5 menit |
| Eksplorasi | 1. Guru memberikan pertanyaan kepada siswa yang berkaitan tentang teks yang ada di booklet (Question)  
2. Guru memberikan bacaan text “Taj Mahal” | 5 menit |
<p>| Elaborasi |  |  |</p>
<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>Konfirmasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>dan siswa diberi kesempatan untuk membaca dan guru membimbing siswa cara membaca dengan teknik yang benar (Read)</td>
<td>5 menit</td>
</tr>
<tr>
<td>3. Guru meminta siswa menyebutkan description yang terdapat dalam teks bacaan descriptive (Reflect)</td>
<td>5 menit</td>
</tr>
<tr>
<td>4. Guru menggaris bawahi jawaban dalam menyebutkan description about “Taj Mahal” (Reflect)</td>
<td>25 menit</td>
</tr>
<tr>
<td>5. Guru memberikan latihan soal kepada siswa (soal post-test individu). (Recite)</td>
<td>10 menit</td>
</tr>
<tr>
<td>6. Setelah selesai mengerjakan soal, soal dan jawaban dibahas bersama sama.</td>
<td>5 menit</td>
</tr>
<tr>
<td>1. Guru menanyai siswa tentang kesulitan apa saja yang dialami siswa setelah menerima treatment menggunakan SQ4R strategy and media booklet.</td>
<td>5 menit</td>
</tr>
<tr>
<td>2. Guru Meminta siswa membaca kembali bacaan jika masih blm yakin dengan jawaban mereka (Review)</td>
<td>5 menit</td>
</tr>
<tr>
<td>3. Guru dan siswa bersama-sama unjuk kerja tentang pembelajaran hari ini.</td>
<td>5 menit</td>
</tr>
<tr>
<td>1. Guru memberikan umpan balik tentang materi yang telah disampaikan.</td>
<td></td>
</tr>
<tr>
<td>2. Penutup yang diiringi salam</td>
<td></td>
</tr>
</tbody>
</table>
H. Sumber

- Sarana
  - Teks untuk mengukur kemampuan membaca siswa.
  - Lembar soal
  - Animal picture
  - Spidol
  - White board
- Sumber pembelajaran
  - English learning Handout for Grade VIII
  - FC artikel in https://descriptivetextbahasainggris.blogspot.com

I. Media

- Booklet

J. Nilai Karakter

- Jujur
- Disiplin
- Cermat
- Kreatif
- Tanggung jawab

K. Penilaian

1. Jenis penilaian : Tes tulis
2. Bentuk penilaian : multiple choice and essay
3. Pedoman penilaian:
   - Tingkat pemahaman bentuk multiple choice
     Rumus kemampuan pemahaman = \( \frac{B}{S} \times 100\% = \cdots \% \)

   Keterangan:
B = Jumlah jawaban benar   SI= Jumlah skor maksimal

- Soal dan kunci jawaban terlampir

4. Rubrik penilaian

Table 1. Pedoman tingkat pemahaman (Source : Arikunto,Suharsimi (2007). Dasar-dasar Evaluasi Pendidikan)

<table>
<thead>
<tr>
<th>No</th>
<th>Tingkat Pemahaman</th>
<th>Kategori</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80-100</td>
<td>Sangat baik</td>
</tr>
<tr>
<td>2</td>
<td>66-79</td>
<td>Baik</td>
</tr>
<tr>
<td>3</td>
<td>56-65</td>
<td>Cukup</td>
</tr>
<tr>
<td>4</td>
<td>40-55</td>
<td>Kurang</td>
</tr>
<tr>
<td>5</td>
<td>30-39</td>
<td>Sangat kurang</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Aspek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kompetensi</td>
<td>Nilai</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Comprehension</td>
<td>30</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>Organization</td>
<td>30</td>
</tr>
<tr>
<td>Content</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 2. Pedoman Penilaian bentuk essay (Source: Arikunto, Suharsimi (2007). Dasar-dasar Evaluasi Pendidikan)

Nilai siswa Score = \( \frac{MC + Essay}{30} \times 100\% \)

- **MC** : Items of Multiple Choice (1 number (score 1))
- **Essay** : Items of Essay (1 number score = 4)

<table>
<thead>
<tr>
<th>No</th>
<th>Skor</th>
<th>Kategori</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
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<td>40-55</td>
<td>Kurang</td>
</tr>
<tr>
<td>5</td>
<td>30-39</td>
<td>Sangat kurang</td>
</tr>
</tbody>
</table>

Getasan, 1 Oktober 2018

Guru B. Inggris Observer

**Widiarso S.Pd** **Yurvistasari**
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP N 3 GETASAN
Kelas/Semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Materi : Descriptive text
Pertemuan : 1 (2x40 menit)
Aspek / skill : Reading

A. STANDAR KOMPETENSI
5. Memahami makna teks tulis fungsional dan essay pendek sederhana berbentuk descriptive dengan tema “place” yang berkaitan dengan lingkungan sekitar.

B. KOMPETENSI DASAR
5.3. Merespon makna dan langkah-langkah retorika dalam essay pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dengan tema “place”.

C. INDIKATOR
6. Siswa dapat menjelaskan apa itu descriptive text.
7. Siswa dapat menggunakan generic structure dalam descriptive text dengan baik dan benar
8. Siswa dapat menjelaskan language feature/ciri-ciri bahasa
9. Siswa dapat memberikan contoh descriptive text
10. Siswa dapat menjawab pertanyaan/tugas
D. TUJUAN PEMBELARAN

Pada akhir pembelajaran siswa mampu:

3. Menjawab pertanyaan berdasarkan informasi dalam bacaan
4. Menulis jawaban singkat atas suatu pertanyaan

E. METODE PEMBELAJARAN

Metode : Three Phases Technique (Eksplorasi, Elaborasi, Konfirmasi)

F. MATERI PEMBELAJARAN

Bacaan Taj Mahl (terlampir)

Descriptive text is a kind of text with a purposes to give information. The context of this kind of text is the description of particular thing, animal, person, or others, the social function of descriptive text is to describe a particular person, place, or thing.

Generic Structure of Recount Text :

- Identification  : Identifies phenomenon to be described.
- Description  : Describes parts, qualities, characteristic, etc

Language feature

Descriptive uses ‘be’ and ‘have’. Tense wich is often used simple present tense. However some times it uses past tense if the thing to be described doesn’t exist anymore. Significant Grammatical feature

- Focus on specific participants
  (My English teacher, Andini’s cat, My favorite place)
- Use of simple present tense
  (my sister likes dog very much)
- Use past tense
- Use of descriptive adjectives
  (strong, legs, white fangs)
- Use of detailed noun phrase to give information about the subject.
(a very beautiful scenery, a sweet young lady)
- Use action verb ‘Material process’ (it eats grass, it run fast)

Example Descriptive text

(Identification)

Taj Mahal is enormous building which was built by Emperor Shah Jahan in the memory of his dear wife at Agra. Because of its great architecture, Taj Mahal is regarded as one of the eight wonders of the world.

(Description)

Taj Mahal is a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque, a guest house, and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of geometry and symmetry of architectural elements.

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Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

G. Langkah Pembelajaran

Pertemuan 1 (2 x 40 menit) :
| Kegiatan Awal | 6. Guru mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)  
7. Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)  
8. Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.  
9. Guru memberi gambaran tentang pelajaran yang akan berlangsung.  
10. Guru memberikan gambaran tentang pelajaran yang akan berlangsung. | 5 menit |
| --- | --- | --- |
| Kegiatan Inti | 3. Guru memberikan apersepsi dengan memberikan pertanyaan pancingan dengan tema “place”, sehingga dapat memancing siswa berinteraksi secara sederhana  
4. Guru meminta siswa menyebutkan ciri-ciri khusus “place” example Getasan village. (pre-reading) | 5 menit |
<p>| Eksplorasi | 7. Guru memberikan bacaan tentang descriptive text tentang “Tower of pissa” | 5 menit |
| Elaborasi | 8. Guru memberikan kesempatan kepada | 5 menit |</p>
<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Guru bersama dengan murid bersama-sama menjemahkan teks descriptive Tower of Pisa</td>
<td>5 menit</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Guru memberikan penjelasan tentang generic structure, language feature, sosial function yang terdapat dalam teks bacaan descriptive</td>
<td>25 menit</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Guru memberikan latihan soal kepada siswa (soal pretest individu). (post reading)</td>
<td>10 menit</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Setelah selesai mengerjakan soal, soal dibahas bersama-sama.</td>
<td>5 menit</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Guru memberikan umpan balik berupa koreksi dan masukkan kepada siswa.</td>
<td>5 menit</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Guru menanggapi pertanyaan dan menjelaskan jika ada miss understanding</td>
<td>5 menit</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Guru dan siswa unjuk kerja pembelajaran hari ini.</td>
<td>5 menit</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Penutup yang diiringi salam</td>
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H. Sumber

- Sarana
  - Teks untuk mengukur kemampuan membaca siswa.
  - Lembar soal
  - Spidol
  - White board

- Sumber pembelajaran
  - English learning Handout for Grade VIII
  - English in Focus Grade VIII KTSP (e-book)

I. Nilai Karakter

- Jujur
- Disiplin
- Cermat
- Kreatif
- Tanggung jawab

J. Penilaian

5. Jenis penilaian : Tes tulis
6. Bentuk penilaian : multiple choice and essay
7. Pedoman penilaian:
   - Tingkat pemahaman bentuk multiple choice
     Rumus kemampuan pemahaman $= \frac{B}{SI} \times 100\% = \cdot\%$
Keterangan:

B = Jumlah jawaban benar  
SI= Jumlah skor maksimal

- Soal dan kunci jawaban terlampir

8. Rubrik penilaian

Table 1. Pedoman tingkat pemahaman (Source : Arikunto, Suharsimi (2007). Dasar-dasar Evaluasi Pendidikan)

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</table>

Table 2. Pedoman Penilaian bentuk essay (Source : Arikunto,Suharsimi (2007). Dasar-dasar Evaluasi Pendidikan)

Nilai siswa Score = \( \frac{MC + Essay}{30} \times 100\% \)

MC : Items of Multiple Choice (1 number (score 1))

Essay : Items of Essay (1 number score = 4)

<table>
<thead>
<tr>
<th>No</th>
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<td>56-65</td>
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<td>40-55</td>
<td>Kurang</td>
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<tr>
<td>5</td>
<td>30-39</td>
<td>Sangat kurang</td>
</tr>
</tbody>
</table>

Getasan, 1 Oktober 2018

Guru B. Inggris          Observer

Widiarso S.Pd              Yurvistasari
**Soal Pretest/Post test  Experimental group and Control group**

Jakarta, formerly Batavia, is the capital and largest city of the Republic of Indonesia. It is located on the northwest coast of Java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesia's administrative, economic, and cultural activities, and is a major commercial and transportation hub within Asia. The climate is hot and humid. Rainfall occurs throughout the year. The heaviest rainfall occurs from November to May. The city lies on a flat and low plain. That is why flood disaster often happens during the periods of heavy rainfall. Jakarta is a magnet for migrants from other areas of Indonesia; during the late 1980s an estimated two hundreds and fifty migrants arrived daily. At the 1990 census, DKI Jakarta had a population of 8,259,266. The 1997 population was 9,341,400. These figures do not include seasonal residents who may number more than 1 million.

**Questions**

1. One of the following statements is the identification of the text.
   a. Jakarta, formerly Batavia, is the capital and largest city of the Republic of Indonesia.
   b. Jakarta is located on the northwest coast of Java Island.
   c. Jakarta lies on a flat and low plain.
   d. Jakarta is a magnet for migrants from other areas of Indonesia.

2. How is the climate in Jakarta?
   a. cool and fresh
   b. hot and fresh
   c. hot and humid
   d. cool and humid

3. Heavy rainfall possibly takes place in Jakarta on ….
   a. December, January, February
   b. April, May, June
   c. May, June, July
d. June, July, August

4. Flood often happens in Jakarta, because ….
   a. Jakarta is located on the northwest coast of Java Island.
   b. Jakarta is the capital city.
   c. Jakarta is high populated.
   d. Jakarta lies on a flat low plain.

5. The city lies on a flat and low plain. The closest meaning to the underlined word is ….
   a. mountain
   b. land
   c. river
   d. climate

Borobudur is a Hindu-Buddhist temple. It lies in Magelang. The temple is constructed on a hill 46 meters high and consists of eight steplike stone terraces, one on top of the other. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas. The entire edifice is crowned by a large stupa at the center of the top circle.

6. What is the purpose of the text?
   a. to give information
   b. to entertain people
   c. to tell a past event
   d. to tell steps to build a temple

7. Which one of the following statements is the identification of the text?
a. Borobudur lies in Magelang.

b. Borobudur is a Hindu-Buddhist temple.

c. The temple is constructed on a hill.

d. The entire edifice is crowned by a large stupa at the center of the top circle.

8. How high is Borobudur temple?
   a. 16 meters
   b. 26 meters
   c. 36 meters
   d. 46 meters

9. Borobudur consists of ... steplike stone terraces, one on top of the other.
   a. five
   b. six
   c. seven
   d. eight

10. What is there at the top of Borobudur temple?
    a. some small stupas
    b. bas relief of buddhist sculpture
    c. a large stupa
    d. step like terraces
The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World’s Fair.

The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

Answer the question number 1-5
1. What is the purpose text above ?
2. What do yo know about Eifeel Tower?
3. Mention the Paragraph to show generic structure of the text! Mention description of Eifeel Tower!
4. Where is the location of Eifeel tower?
5. When the building was built?
Key answer Jakarta:

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

Key answer Eiffel tower:

1. The purpose text to explain about Eiffel tower
2. The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world.
3. Identification: paragraph 1
4. Description: paragraph 2
The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

4. The Eiffel tower located on the Champ de Mars in Paris

5. The Eiffel tower is built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World’s Fair.
SURAT KETERANGAN

Nomor: 423/270/2018

Yang bertanda tangan dibawah ini Kepala UPTD' Satuan Pendidikan Formal SMP Negeri 3 Getasan Kabupaten Semarang, menerangkan bahwa:

Nama: YURVISTASARI
Tempat/Tanggal Lahir: Salatiga, 04 Mei 1996
NIM: 113.14.012
Program Study: TBI (Tadris Bahasa Inggris)
Perguruan Tinggi: Institut Agama Islam Negeri (IAIN) Salatiga

Telah melaksanakan kegiatan penerbitan dengan judul “The Implementation of SQ4R Strategy and Media Booklet to teach Reading on Descriptive text for 8th year SMPN 3 Getasan In Academic Year 2017/2018”.

Demikian surat keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Getasan, 18 Oktober 2018

[Signature]

Drs. Joko Purwanto
NPW: 196502281997021001
1. Name: Donata
2. No. 205
3. 4. The Eiffel Tower is the third-tallest building in the world after the Burj Khalifa in Dubai and the CN Tower in Toronto.
4. It has become an iconic symbol of Paris.
5. The top of the tower is 324 meters above ground level.
6. The tower was completed in 1889.
The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris.

2. It is an iron lattice tower located on the Champ de Mars in Paris.

3. It has become both a global and a local symbol of freedom.

4. It is on the Champ de Mars in Paris.
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<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
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<tbody>
<tr>
<td>A</td>
<td>6A</td>
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<td>C</td>
<td>7B</td>
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<tr>
<td>A</td>
<td>8C</td>
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<td>L</td>
<td>9C</td>
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<td>D</td>
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</tbody>
</table>

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. The tower stands 324 meters (1,063 ft) tall. About the same height as an 81-story building. The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. New York City 5. 1889 World's Fair.
POST TEST C 5.

Nama: [Signature]
Nis: [Signature]
Kelas: VIII B

1. a. 6c
2. c. 7 b
3. a. 8 d
4. d. 9 d
5. b. 10 c

Answer the question number 1-5

1. What is the purpose text above? The Eiffel Tower is a lattice tower located on the Champ de Mars in Paris.
3. Mention the Paragraph to show generic structure of the text. Mention the description of Eiffel Tower. It has become both a global icon of France and one of the most recognizable structures in the world.
5. When it was built completely? The tower stands 324 metres (1,063 ft), about the same height as an 81-story building.
1. The text above description of a Eiffel Tower.
2. Eiffel Tower is a iron lattice tower and the located in the
3. The tower shows two different exponentials. The lower
   overdesigned to ensure resistance to wind forces.
5. The tower was completed 1889.

Nama: Nur Rohman  
Kelas: GA

<table>
<thead>
<tr>
<th>No.</th>
<th>A</th>
<th>C</th>
<th>B</th>
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</tbody>
</table>

Post-test

Nama: Nur Rohman  
Kelass: GA

No.  
Date: 5G
1. The Eiffel Tower

2. The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Named after the engineer Gustave Eiffel, it was designed and built for the Paris Exposition of 1889, commemorating the centennial of the French Revolution. It was constructed in 1887-1889 as the entrance arch to the 1889 World's Fair.

3. Pair of balls 10 cm (4 in) in diameter and 7.5 m (25 ft) long

4. Located on the Champ de Mars in Paris

5. Executed in 1887 as the Entrance Arch to the 1889 World's Fair.

---

Post test

Name: [Blank]

Date: [Blank]

1) [Blank]

2) [Blank]

3) [Blank]

4) a. 6 a.

b. 10 c.

c. 7 b.

d. 8 c.

---

EC
Research Documentation

The Research introduced her self

The students doing Pre-test Experimental Group
The student doing pre-test control Group

The students given treatment Experimental group before post-test
Treatment Control group

Students doing post-test