

**THE EFFECT OF SURVEY, QUESTION, READ, RECALL, REVIEW
(SQ3R) METHOD ON STUDENTS' READING COMPREHENSION
AT GRADE X SMAN 6 TANJUNG BALAI IN
ACADEMIC YEAR OF 2014/2015**

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ABSTRACT

The objective of the study is to find out the effect of using SQ3R method on students' reading comprehension at Grade X SMAN 6 Tanjung Balai. This study conducted in experimental design, namely to find out the students' reading comprehension by using SQ3R Method. The population of this research is taken from the grade X of SMAN 6 Tanjung Balai. There are two classes, namely class X⁵ and X⁴ totalling 60 students. The sample of this research was at Grade X⁵ as an experiment group and X⁴ as an control group. The conclusion is significantly affects on the students reading comprehension achievement, and also the test is reliable. As the t_{test} result is higher than the t_{table} at 0,05 and 0,01 level of significant ($19,5 > 2,00$ and $19,5 > 2,68$) and it is very effective to apply in teaching reading. By using SQ3R method the students can help them to ask effective questions as they read and respond to the text, and also encourages teachers to be aware of, and it is hoped to the teachers use the SQ3R Method to make the students more students' active and make the process learning is effective.

Key Words : Effect, SQ3R Method, Reading Comprehension.

INTRODUCTION

English is an international language which is used by everyone in the world. English is language used in trade and many other fields of work an over the world. It has been used from 16th century. Instead of English, other language such as Greek, Spanish, and Arabic are also used in trade and other activities but they are not used as many as English. Nowadays English becomes communication language in every section of our life. In English there are four skills that we need for complete communication, they are: listening, speaking, reading and writing. Reading is one of the

important skill which can influence the students' success in learning English as a foreign language.

Through reading book, newspaper or magazine, people can get more knowledge and information not only in the country, but also in other countries. Obviously, the students who wants to develop their knowledge should have ability and strategy in reading. In relation in this, by having ability and strategy in reading, they can read the text and then comprehend it.

But, there were a lot of problems dealing with reading comprehension. Many English learners found it difficult to

understand the English text, especially at SMAN 6 Tanjung Balai. Very often, they got stuck because of some problems, such as unfamiliar words, their inability in understanding the text, and so forth.

As the result, the student could not comprehend the test well. It can be proved with their average score of reading test. Many students got lower than the minimum mastery criteria level (KKM) that the teacher determined, namely 75.

There are some problems found in teaching reading comprehension. It is caused by teachers' method. Based on the background of the problem above then the problem can be identified as follows:

1. The student were lack of understanding unfamiliar words in reading comprehension.
2. The student's inability in understanding of the text in reading comprehension.
3. The student is difficult to find out the main information in a text.
4. The student is difficult to make a summary had read the text.

The following statement to the readers that the study will be conducted problem formulation: "Is any effect of SQ3R method on students' reading comprehension"? In the result of the study is expected to be significant theoretically and practically.

REVIEW OF LITERATURE

The distinction between "frame and "frame work" has been this : frame: the thing you out pictures in frame work working within the framework of Newtonian

physics, we know that for every action there is an equal and opposite reaction "Frame as any quadrilateral structure that protects and defines something a picture, a frame of riference and framework as a more complicated series of things on which you build something, although if I were you I'd wait for someone sort of proof and a lot more eloquence. HENRY J. FOLSE Jr. A (1981 : 259) conceptual framework provides the concepts in terms of which theoretical representation are understood as describing reality.

SQ3R Method

Defition of Mehod

Method is programmed pocedure that is defined as part of a class and icluded in any object of that class.

According to Edward Anthony's model (1965) Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented, technique is the level at which classroom procedures are described.

Definition of SQ3R Method

According the writer SQ3R is a tried and tested study strategy. It not only helps you understand and remember but can also help you identify the information you need to write an assignment.

SQ3R is a reading comprehension method named for its five steps: survey, question, read, recite, and review. The method was introduced by Francis Pleasant Robinson in his 1946 book *Effective Study*.

It is a proven method to sharpen textbook reading skill. SQ3R helps make reading purposeful and meaningful, so that we can use your time most effectively (Stanley, 2005).

The acronym SQ3R stands for the five sequential method you should use read a book:

1. Survey:
Survey the document: scan the contents, introduction, chapter introductions and chapter summaries to pick up a shallow overview of the text. Form an opinion of whether it will be of any help. If it does not give you the information you want, discard it.
2. Question :
Make a note of any question on the subject that come to mind, or particularly interest you following your survey. Perhaps can the document again to see if any stand out. These question can be considered almost as study goals- understanding the answer can help you to structure the information in your own mind.
3. Read :
Now read the document. Read through useful section in detail, taking care to understand all the points that are relevant. In the case of some texts this reading may be very slow. This will

particularly be the case if there is a lot of dense and complicated information. While you are reading, it can help to take notes in Concept Map Format.

4. Recall :
Once you have read appropriate sections of the document, run through it in your mind several times. Isolate the core factors the essential processes behind the subject, and then see how other information fits around them.
5. Review :
Once you have run through the exercise of recalling the information, you can move on the stage of reviewing it. This review can be by rereading the document, by expanding your notes, or by discussing the material with colleagues. A particularly effective method of reviewing information is to have to teach it to someone else! (Stanley, 2005)

Procedures of SQ3R Method

There are procedures of SQ3R, they are :

- a. Survey : By surveying the chapter titles, introductory paragraphs, bold face italicized headings, and summary paragraphs, the reader gets an overview of the material. Surveying also gives enough information

- to generate individual purposes for reading the text.
- b. Question : Purposed question are often provided at the beginning of the chapter. If not, the reader can turn section headings into question, the main objective is to have question for which answer are expected to found in the passage.
 - c. Read : the student is to read to answer the purpose question formulated in step 2, question.
 - d. Recite : Student should try to answer question without referring to the text or notes. This step helps in transferring from short-term to long-term memory.
 - e. Review : Student review the material by rereading of the text or notes. Students verify answer given during step 4, Recite. This helps retain information better and gives immediate feedback.

Teaching Reading by SQ3R Method

The SQ3R is very versatile literacy strategy that involves the student in processing information before, during, and after reading :

1. Prior to reading- preview text and establish purpose.
2. While reading- monitor one's own comprehension

3. After reading- summarize and review content.
Many student don't know how to study, and this strategy is a perfect way to help them. It works well in many content areas with a variety of types of text. It is recommended that the teacher show the students how to go through the steps. In this strategy provides the framework needed to develop a concept map.

Reading Comprehension

According to the writer reading comprehension is an ability that must be owned by a person from obtaining information from a written text

The first point to be made about the reading process is reading comprehension. Reading comprehension is the most obvious sense. According to Grabe and Stoller (2002:17), reading comprehension needs the ability to understand or gain the information from the text.

Reading comprehension involves taking from a text in order to obtain meaning from text. Someone could be said to comprehend a text fully when he can : (1) recognize the words and sentence of the text and know what those words and sentences mean, (2) associated meanings, both denotive and connotive, from the personal experiences with the printed text, (3) recognize how all the meaning and or they fit together contextually, and (4) make value judgments about the reading experience.

To understand reading comprehension, one should begin by analyzing what comprehension involves and how it relates to the entire reading process. Reading comprehension involves more than knowledge of structure and vocabulary. It requires ability to understand the passage being read. The goal of reading is generally to get information from written resources. The ability to read requires development and improvement in speed of recognition and comprehension. Since reading is development process, the students progress from reading words and sentences to red paragraph.

The activity of reading book is attend to learn overalls chapters in the book, therefore the premiere skill that must be develop and mastered by the students in enriching their sources of knowledge such as; other related material or book. Reading can be taken as an inteouractive process between language and mind. Next, as an interactive process, the goal of reading will be influenced by the knowledge background and reading strategies. Based on the explanation above, it is important for the teacher to select a better strategy in order to help the students to achieve the goals reading.

Comprehension is the ultimate goal and hoopefully the end result of reading. In fact, reading without understandig cannot ba called reading, because reading, by definition, involves deriving meaning from the written word. According to Blair-Larsen annd Williams (2002:37) comprehension is a multidimensional thinking process; it is the interaction of the reader, the text, and the context. Further they sate that comprehension occurs when

readers make critical connections between their prior knowledge and new-found knowledge in the text. While reading a text, readers active their prior knowledge or schemata about topic.

Categories of Reading Comprehension

Comprehension involves thinking. As there are various levels of comprehension. Smith (1997: 107) devides the comprehension skill into four categories:

1. word, idea, sentence in the text. This is a fundamental skill to any level of reading skill.
2. Interpretative reading. Interpretative reading involve between the lines or making inferences. Interpretative level of comprehension goes beyond the literal comprehension to supply meaning which is not apparent in word presented. The reader must read between one line to get inferences or implied from the text.
3. Critical reading. Critical reading is higher level than other two categories because it involves evaluation the meaning of personal judgment on the accuracy, vallue, truth-fullness of what is read.
4. Creative reading. Creative reading uses different thinking skill to get beyond the literal comprehension, interpretation and critical reading level. In creative reading, the readers tries to come up with now or alternate solution to these presented by the writer. In

this skill, the readers recognizes the idea from new printed into new pattern and he can express the recognized learning through various media.

There are some factors affect the students' success in reading

Sample

In this researchers will be take 60 students of the Grade X year students as her sample. The writer used random sampling. A random sample is defined as sample where each individual member of the population has a known, non-zero chance of being selected as part of the sample. Several types of random sample are simples, systematic samples, stratified random samples, and cluster random samples.

Here, the writer will use random sampling method based on on the group of students in class with the following reasons:

1. The population in this research consists of the class which is relatively same.

2. Getting the material based on the curriculum.

The sample of this research are 30 students from class X⁵ as experiment group and 30 students from X⁴ as a control group. So total of sample is 60 students.

The Research Design

The technique of research is held through quantitative researsch is held trough quantative research. Hornby (1995: 1035) states quantitave is connected with the amount or number of something rather than with how it is. In this term of quantitave data, the writer used statistical analysis to calculate the numeral data that were gahtered and analyze them by use of correlation analysis. The correlation coefficient was then interpreted to find out the relationship between studens ability and their their achivement in Reading by using SQ3R.

The research design was presented as follow:

Class	Pre-test	Treatment	Post-test
Experiment	X ₁	X	X ₂
Control	Y ₁	Y	Y ₂

Where: X₁ = Pre-test in class Experiment

Y₁ =Pre-test in class Control

X = Tretment in class Experiment, namely using SQ3R method

Y = Treatment in class Control, namely using Convensional way

X₂ = Post-test in class Experiment

Y₂ = Post-test in class Control

Intrument for Collecting Data

In order to measure the data, instrument will need in this study. The instrument is in form of fill in the blank. The correct answer is scored 1 and 0 for incorrect answer

to measure reading comprehension. The procedure in administering the test can be shown below:

1. Pre-test
It will be given before teaching and learning process.
2. Post-test
It will be given after teaching and learning process.

Technique of Collecting Data

The pre test is conduct to find out the ability of students' and it is results is available to arrange the groups are supposed. The Function of pre-test is to know score of the students.

In the pre-test, the following steps will be used:

- They are asked to write down their names.
- The students' seats are arranged in such a way to prevent them from cheating.
- The writer read the instruction once and explains how to do tests.
- The writer makes sure whether the students have really understood the procedure or not.

Treatment

Treatment is the manner in which someone behaves towards or deals with someone or something.

Each group of X and Y as the experimental groups as a control group.

- a. Experimental Group
- b. Control Group

Post-test

The post-test is administrated to measure the students' competence after the treatment. Then the data's taken from the test is compared and analyzed. The test for the post-test is the same with the pre-test.

Both groups were given a post-test after the presentation. It is used to determine the source of difference between groups at that time. The post test is the same as pre-test trials, after teaching students the using of SQ3R and without the using of SQ3R Method. The researcher give their post-test to see whether the results of the affective strategy or not.

The Validity and Reliability of The Test

The Validity of The test

Validity is to show the valid of the instrument. A valid instrument has a high validity, otherwise, a less valid of the instrument has not a high validity.

The Form.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)(N\Sigma Y^2 - (\Sigma Y)^2)}}$$

(Sumber: Arikunto, 2010:213)

Where:

r_{xy} : the correlation between two variables

N : Total of the data

X : the mark in the pre-test

Y : the mark in the post-test

XY : Sum of multiplication X and Y

X^2 : Square of X

Y^2 : Square of Y

The Reliability of Test

The reliability of the test concerns its precision as a measuring instruments or it can be said that

reliability refers to consistency of the measurements.

The Form:

$$r_{11} = \frac{2r_{1/2 \ 1/2}}{(1+r_{1/2 \ 1/2})}$$

Where:

r_{11} :the reliability

$r_{1/2 \ 1/2}$:Coefficient between the two tests

The obtain the reliability of the test,firstly the mean (M) and the standard deviation (SD) should be counted.

The value of the reliability as the following:

- 0,00 – 0,20 the reliability is very low
- 0,21 – 0,40 the reliability is low
- 0,41 – 0,60 the reliability is fair
- 0,61 – 0,80 the reliability is high
- 0,81 – 0,81 the reliability is very high

The Technique of Analyzing the Data

After writer collects the data,then the writer analyzes the data by using some following steps:

1. The writer checks the right answer from the items that given to the students.
2. The writer makes the value of the students in the table.
3. The writer finds out the Mean (M) of the test,the Validity of the test,the Reliability of the test,then finds out the Standard Deviation of test and the last finds out the value of the T-Test from experimental group and control group.

To finds out the effect ofSQ3R Method in students' reading comprehension ,the writer uses t-test formula based on Arikunto (2010:354) to analyzing the data.The Formula of t-test will be described as follow:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

- Where : Mx = Mean of experiment group
- My = Mean of control group
- Dx^2 = Standard deviation score of experiment group
- Dy^2 = Standard deviation score of control group
- Nx = The total sample of experiment group
- Ny = The total sample of control group

DATA AND RESEARCH FINDING

This reseach conducted in experimental design. This research are 30 students from class X⁵ as experiment group and 30 students from X⁴ as a control group. So total of sample is 60 students.

The researcher choose their class because the students in experiment and control group are the active classes.

$$\begin{aligned} \text{Mean} &= \frac{\Sigma x}{n} \\ \text{Mean} &= \frac{\Sigma y}{n} \\ &= \frac{1887}{30} \\ &= \frac{2191}{30} \end{aligned}$$

$$= 62,9$$

$$= 73$$

From the table above, it can be seen that the student who got the higher score is post-test control group in range 70-95 were 7 students, while the lowest score in control group range 50-69 were 23 students, and the student who got the higher score is post-test in range 70-95 were 19 students, while the lowest score in range 50-69 were 12 students.

Data Analysis

Average of the Pre-test control Group is $\frac{1887}{30} = 62,9$ and Average of

the Post-test Control Group is $\frac{2191}{30} = 73$

Average of the Pre-test control Group is $\frac{1971}{30} = 65,7$ and Average of

the Post-test Control Group is $\frac{2405}{30} =$

80,2. The highest and the lowest score of control group pre-test were in the range of 40 – 55 and 60 – 65,

while the highest and the lowest of the control group post-test in range of 56 – 60, so it was higher than in pre-test.

1. The highest and the lowest score of the experimental group pre-test was in the range of 50-70 with the frequency was 4 and 75 – 95 with the frequency was 26.

2. The total of pre-test of control group is 1887 and in experimental group is 1971.

So, the total score of pre-test of experimental is higher than the control group.

3. The total score of post-test of control group is 2191 and in experimental group is 2405. So, the total score of post-test of experimental group is the higher than control group.

4.3 The Validity of the Test

To know the test is valid or not, this study applied the formula recommended by Arikunto (2003) as the following :

$$P = \frac{B}{J}$$

Where : P : Index of difficult

Answer B : Right

of Sample J : Number

The Value Standart is as the following :

$$0.0 - 0.30 = \text{Difficult}$$

$$0.31 - 0.70 = \text{Fair}$$

$$0.71 - 1.00 = \text{Easy}$$

Based on the table above, it showed that

$$\text{Mean} = \frac{\sum y}{n}$$

$$= \frac{2191}{30}$$

$$= 73$$

4.3.2 The Validity of Control Group

$$r_x = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x)^2\} \{N \cdot \sum y^2 - (\sum y)^2\}}}$$

$$r_x = \frac{49953}{51938,45}$$

$$r_x = 0,96$$

$$r_x = \frac{30.139479 - (1887)(2191)}{\sqrt{\{30.121663 - (1887)^2\} \{30.161025 - (2191)^2\}}}$$

$$r_x = \frac{4184370 - 4134417}{\sqrt{(3649890 - 3560769)(4830750 - 4800481)}}$$

$$r_x = \frac{49953}{\sqrt{(89121)(30269)}}$$

$$r_x = \frac{49953}{\sqrt{2697603549}}$$

The result of validity of the Control group from the number of students attimesthe number of multiplications pretest and post test. Then subtract the number of pre-test and post-test, divided bythe number of students multiplied by the square ofthe number of students. Then multiplied by the number of students and multiplied by the number of pretest squared and multiplied by the number of post-test squared.

Tables 4.9 The Calculation for the Validity of the test in Experiment Group

No	Names	X	Y	X ²	Y ²	XY
1	Adek	54	83	2916	6889	4482
2	Akbar Rizky	66	84	4356	7056	5544
3	Anisa Rahmi	66	79	4356	6241	5214
4	Ardian Wiranda	67	56	4489	3136	3752
5	Ayu Syahfitri	63	72	3969	5184	4536
6	Azmi Nazri	59	83	3481	6889	4897
7	Bebby Rizky	73	97	5329	9409	7081
8	Dahniar Lubis	60	92	3600	8464	5520
9	Diyah ayu	50	69	2500	4761	3450
10	Febri Kusmana	50	56	2500	3136	2800
11	Fitri Yanti	63	84	3969	7056	5292
12	Guntur Nasution	98	86	9604	7396	8428
13	Hayatun Nadila	61	80	7321	6400	4880
14	Indra Aryadi	98	86	9604	7396	8428
15	Jumiati	48	82	2304	6724	3936

16	Khofifah Lubis	55	79	3025	6241	4345
17	M. Dani Al-Ridho	61	87	3721	7569	5307
18	Mia Wati	44	67	1936	4489	2948
19	Mhd. Haris	63	81	3969	6561	5103
20	Muklis Harahap	65	79	4225	6241	5135
21	Nia Apriyanti	79	82	6241	6724	6478
22	Rahmayani	79	86	6241	7396	6794
23	Raja Chairunnisa	63	86	3969	7396	5418
24	Resty Fauziah	72	86	5184	7396	6192
25	Sania Rahma	65	86	4225	7396	7396
26	Sari Ayu	58	57	3364	3249	3306
27	Sri Monita	60	82	3600	6724	4920
28	Susanti	84	86	7056	7396	7224
29	Yuni Maisaroh	63	86	3969	7396	5418
30	Yurika Azura	84	86	7056	7396	7224
N = 30		ΣX = 1971	ΣY = 2405	ΣX² = 138079	ΣY² = 195707	ΣXY = 161448

Based on the table above, it showed that the

$$\begin{aligned} \text{Mean} &= \frac{\sum x}{N} \\ &= \frac{1971}{30} \\ &= 65,7 \end{aligned}$$

4.3.4 The Validity of the Experiment Group

$$r_{xy} = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x)^2\} \{N \cdot \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{30 \cdot 161448 - (1971)(2405)}{\sqrt{\{30 \cdot 138079 - (1971)^2\} \{30 \cdot 195707 - (2405)^2\}}}$$

$$r_{xy} = \frac{4843440 - 4740255}{\sqrt{(4142370 - 3884841)(5871210 - 5784025)}}$$

$$r_{xy} = \frac{103185}{\sqrt{(257529)(87185)}}$$

$$r_{xy} = \frac{103185}{\sqrt{22452665865}}$$

$$r_{xy} = \frac{103185}{149842,13}$$

$$r_{xy} = 0,68$$

The result of validity of the Experiment group from the number of students at times the number of multiplications pretest and post test. Then subtract the number of pre-test and post-test, divided by the number of students multiplied by the square of the number of students. Then multiplied by the number of students and multiplied by the number of pretest squared and multiplied by the number of post-test squared.

From the calculation at the test validity of the test was 0.68. So it can be concluded that test validity was fair.

4.4 The Reability of the Test

To find the reability of the test, the formula is as follows :

$$r_{11} = \frac{2r_{1/21/2}}{1+r_{1/21/2}}$$

Where r_{11} : The Reability

$r_{1/21/2}$: Coefficient between the two test

The Value of Reability as the following :

0,61 – 0,80 : The Reability is high

0,81 – 0,81 : The Reability is very high

Which data from the research was :

4.4.1 The Reability of Control Group

$$r_{11} = \frac{2r_{1/21/2}}{1+r_{1/21/2}}$$

$$r_{11} = \frac{2.(0,96)}{(1+0,96)}$$

$$r_{11} = \frac{1,92}{1,96}$$

$$r_{11} = 0,98$$

4.4.2 The Reability of Experiment Group

$$r_{11} = \frac{2r_{1/21/2}}{1+r_{1/21/2}}$$

$$r_{11} = \frac{2.(0,68)}{(1+0,68)}$$

$$r_{11} = \frac{1,36}{1,68}$$

$$r_{11} = 0,81$$

The calculation of Reability of Control and Experiment Groups showed that the test was 0,98 and 0,8 the reability is very high. So, it means that the test can be said as the reliable test.

4.5 The Technique of Analyzing Data

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 + dy^2}{(Nx + Ny) - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

From the formula above, the writer calculated the mean both of the classes (Control and Experiment Groups) as follows :

$$Mx = \frac{\sum x}{N}$$

$$My = \frac{\sum y}{N}$$

$$Mx = \frac{2191}{30}$$

$$My = \frac{2405}{30}$$

$$Mx = 73$$

$$My = 80,2$$

Based on the calculating above, it showed that the mean of Experiment group is higher than the

mean of Control group. Then the next steps, the writer calculated the Standard Deviation of experimental group by using the formula below.

Standard Deviation of Control Group

$$S_y = \sqrt{\frac{N \sum y^2 - (\sum y)^2}{N(N-1)}}$$

$$S_y = \sqrt{\frac{30.161025 - (2191)^2}{30(30-1)}}$$

$$S_y = \sqrt{\frac{4830750 - 4800481}{870}}$$

$$S_y = \sqrt{\frac{30269}{870}}$$

$$S_y = \sqrt{34,79}$$

$$S_y = 5,89$$

Based on the calculating above, the writer got the Standard Deviation of Control Group was 5,89. Then the writer calculated Standard deviation of Experiment Group is the same of formula above.

Standard Deviation of Experiment Group

$$S_x = \sqrt{\frac{N \sum y^2 - (\sum y)^2}{N(N-1)}}$$

$$S_x = \sqrt{\frac{30.195707 - (2405)^2}{30(30-1)}}$$

$$S_x = \sqrt{\frac{5871210 - 5784025}{870}}$$

$$S_x = \sqrt{\frac{87185}{870}}$$

$$S_x = \sqrt{100,21}$$

$$S_x = 10$$

Based on the calculating above, the writer got the Standard deviation of Experiment Group was 10 After getting Standard Deviation both of groups, then the writer calculated the T_{obs} by using the formula below :

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{dx^2 + dx^2}{(N_x + N_y) - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$t_o = \frac{80,2 - 73}{\sqrt{\left[\frac{(10)^2 + (5,89)^2}{(30 + 30) - 2} \right] \left[\frac{1}{30} + \frac{1}{30} \right]}}$$

$$t_o = \frac{7,2}{\sqrt{\left[\frac{100 + 34,69}{58} \right] \left[\frac{2}{30} \right]}}$$

$$t_o = \frac{7,2}{\sqrt{\left[\frac{134,69}{58} \right] \left[\frac{2}{30} \right]}}$$

$$t_o = \frac{7,2}{\sqrt{(2,32)(0,06)}}$$

$$t_o = \frac{7,2}{\sqrt{0,1392}}$$

$$t_o = \frac{7,2}{0,37}$$

$$t_o = 19,5$$

Testing Hipotesis

Hypothesis test is the basic criteria for drawing the mathematical prediction about a situation. For this purpose, researchers formulate hypothesis about a particular situation and then apply various statistical testing techniques like z test, t test, Chi-square test to test hypothesis and on the basis of these tests, researchers conclude about accepting or rejecting the formulated hypothesis.

The basic of testing the hypothesis were as follows :

H_a is accepted if $T_o > T_{table}$. In this

Study, the calculation of score by using T_o the degree of freedom (df). So it can be seen as follows :

$(T_o) T_{value} > T_{table}$ with $df 19,5 > 2,01$ (0,05 / 5%) with $df 60$.

Based on the test above, it can be calculated that $t_o > t_{tabel}$ at significance 5% = 2,00 and 1% = 2,68. So Hypothesis Nihil (H_o) was refuse and Hypothesis Alternatif (H_a) was accepted. It was that there is a significant of the effect of survey, question, read, recall, review (SQ3R) on students' reading

comprehension at grade X SMAN 6 Tanjung Balai in Academic Year of 2014/2015.

Discussion

There are differences in the reading comprehension among students taught by SQ3R method in a conventional manner. students who use SQ3R method with a sample of 30 students obtain an average value of 80.2, while the students who use the conventional way with a sample of 30 students obtain an average value of 73.

So the difference between the average of the reading ability of students to learn by using SQ3R method and the conventional method is 7.2. based on the data and data analysis can be concluded that there was a significant of the effect of survey, question, read, recall,review (SQ3R) on students' reading comprehension at grade X SMAN 6 Tanjung Balai in Academic Year of 2014/2015.

CONCLUSION AND SUGGESTION

Based on the data analysis and the discussions, there were some conclusion :

1. The test used reliability and validity. It means that the test can measure the students' reading comprehension by using SQ3R.
2. The alternative hypothesis is accepted. It means that SQ3R give significant effect on students. It makes the students more social and active, more independent in the classroom and

makes them more interested to the subject.

3. The student who are thought reading comprehension with SQ3R Method have higher achievement than the students who are taught without SQ3R Method.

Based on the result the research, the following suggestion are given :

1. SQ3R has an effect on students reading comprehension, it suggested to the teacher to apply it in learning process, because it can be very enjoyable and motivate to explore m about English.
2. Teacher should look for the other interesting approach and develop it to them so the students don't learn monotonously. The teacher has to give the interesting topic to developed by the students teachers should choose a method that can make students learn by active and fun as SQ3R.
3. In order to improve students comprehension in reading, teachers are suggested to encourage their students to use SQ3R Method.

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