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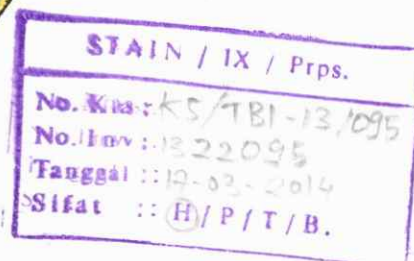
TIDAK DI PINJAMKAN

MILIK PERPUSTAKAAN
STAIN KEDIRI

**THE EFFECTIVENESS OF USING SQ3R ON THE IMPROVEMENT
OF THE ACHIEVEMENT OF NARRATIVE TEXT CLASS VIII
OF MTSN PUNCU KEDIRI**

THESIS

Presented to
State College for Islamic Studies (STAIN) Kediri
In Partial Fulfillment of the Requirements
For the Degree of Sarjana in English Language Education



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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat diujikan dalam sidang munaqosah.

Demikian agar maklum dan atas kesediaan Bapak kami ucapkan banyak terima kasih.

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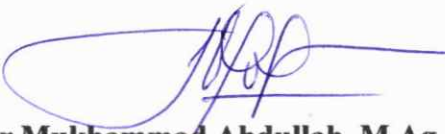
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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 5 Oktober 2013, kami dapat menerima dan menyetujui hasil perbaikannya.

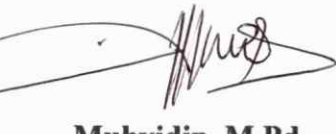
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MOTTO

“Keeping smile, keeping try and keeping pray. It’s the key of

success”.

(Zulkifli M)

DEDICATION

This thesis is dedicated to:

My beloved father and mother, thanks for your pray, love, support and care. Without you, I will not be in this world.

My beloved advisor, thanks for your suggestion and support. You are my motivation so that I should always do the best.

My beloved "july 4", thanks for your love, pray motivation and support. I love U so much.

My beloved "FOSTER Community", thanks for your love, pray, motivation and support. I love U so much.

All of my friends "Wildan, Kayubi, Karim, Bedi, Adi, Johan and Muzacky.", and everyone, thanks for your support and help. I do apologize for my entire mistake. Being with you is the best moment in my life.

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Praise to Allah SWT, the most Gracious and Merciful for His Blessing. Therefore, this thesis can be finished properly, although I realize that it is far from being perfect. Peace and Blessing be on Muhammad SAW, the last prophet in the world. I would like to express my special thanks for:

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4. All my lecturers in STAIN Kediri
5. My beloved brother and sister, for their support.
6. All of my friends in academic year 2008 especially for "Kayubi, Wildan, Karim, Putri, Amel, and Ponari" for their support and help.

I hope this thesis will be useful for the readers.

Kediri, 30th October 2013

The writer

LIST OF APPENDIXES

Appendix 1: Lesson plan

Appendix 2: Try out material

Appendix 3: Pre test material

Appendix 4: Post test material

Appendix 5: Try out score

Appendix 6: Reability

Appendix 7: Discrimination power and Difficulty

Appendix 8: Pre test and Post test score

Appendix 9: Daftar konsultasi

ABSTRACT

Mohammad, Zulkifli. 2013. *The Effectiveness of Using Sq3r On The Improvement Of The Understanding Of Narrative Text Class VII Of MTsN Puncu Kediri*. Advisors (1) Dr. Mukhammad Abdullah, M.Ag (2) Advisor II Muhyidin, M.Pd.

Key Words: Effectiveness, SQ3R Technique, Narrative Text.

There are many problems faced by teacher in teaching reading process. Especially in choosing strategy. Without suitable strategy, teaching of reading process will not successful as we want. The researcher want to study the effectiveness of using SQ3R to improve the students achievement of narrative text . The objective of this study is to know whether teaching Reading on narrative text by using SQ3R Technique at second grade of MTsN Puncu Kediri is effective or not.

The population of this study is second grade of MTsN Puncu Kediri in academic year of 2013/2014. The sampling process was no randomized sampling. There were 3 classes in the second grade of MTS Sunan Ampel Kepung Kediri they were class VIII D, VIII E and VIII F. The researcher took VIII D as experimental group and VIII F as control group. Class D consisted of 34 students and class F consisted of 33 students. The instruments used for measuring achievement was a test. The researcher administrated two kinds of test. They were pre-test and post-test. Both test were in written form. And the score of the test were calculated by using ANCOVA through *SPSS 16.00 for windows*. Before the instrument was used, it had been tried out first in order to find out the validity, reliability, level of difficulties and discrimination items of reading being tested. The researcher then selected the items before they were used as instrument of this research.

The result of the statistical computation of ANCOVA reveals that significant at (p) $.000 < 0.05$ level. Since the significant value was smaller than than 0.05, statically there was enough evidence to accept the H_a , then the H_0 was rejected. It means that the students who were taught by using SQ3R had significantly better skill on reading on narrative text than the students who were not taught by using SQ3R.

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