

**USING SURVEY, QUESTION, READ, RECITE, REVIEW (SQ3R)  
IN READING COMPREHENSION AT THE EIGHTH-GRADE  
STUDENTS OF MTSN 1 KOTA KEDIRI**

**THESIS**

**Presented to**

State Islamic Institute of Kediri

in Partial Fullfillment of the Requirements

for the Degree of *Sarjana* in English Language Education



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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri.

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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

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Demikian agar maklum dan atas kesediaan bapak, kami ucapkan banyak terimakasih.

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STUDENTS OF MTSN 1 KOTA KEDIRI

Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam sidang munaqasah yang dilaksanakan pada tanggal 25 Juni 2019, kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum dan atas kesediaan bapak, kami ucapkan banyak terimakasih.

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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾ وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿٨﴾

5. So, Verily, with every difficulty, there is relief.
6. Verily, with every difficulty there is relief.
7. Therefore, when thou art free (from thine immediate task), still labour hard.
8. And to thy Lord turn (all) thy attention.<sup>1</sup>

(Q.S. Al-Insyiroh 5-8)<sup>2</sup>

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<sup>1</sup>Yusuf Ali, "The Only Qur'an", 17 July 2006, Retrieved from <http://www.theonlyquran.com/quran-english-translation-pdf-ebook/>

## **DEDICATION**

This thesis is dedicate to

- Thanks to Allah SWT who always guide me and take care to be a good person.
- Thanks to my beloved father and mother, Masruchin and Siti Maesaroh who have given me all of your love, life, time, and everything to support and fulfill all of my need since I live so that I can study till the higher education and finish this thesis soon. Their sacrifice makes me eager to do everything. Their love and their praying wake up to do good things. I cannot be strong like your without your love.
- My beloved brother, Walid Bahrudin and sister Ida Nur Syamsiyah and Aini Luthfiyah who always give me support, spirit and motivation.
- My sincere advisors, Mrs. Erna Nurkholida, M.Pd and Mrs. Ima Fitriyah, M.Pd a great thanks I appreciate for all of your guidance, time, advice, criticism and suggestion to make my thesis better.
- All of my lecturers who have given me all knowledge and guided me to have many experiences in this education. May it be useful.
- Thank you very much to Yayan Arif Pratama, Afni Nur Laili, Ayub Elysia, Naila Adiba, Hanifa, Likah and all of my friends in Kos Bu Pardi, all of my friends in IAIN Kediri, KKN, PPL for your support, motivation, time, love, inspiration to me to do this thesis. I wish Allah SWT will give you good feedback and always

## **ACKNOWLEDGEMENT**

Assalamu'alaikum Wr. Wb.

First and foremost, Praise to Allah SWT, God the Almighty. I would like to express my greatest gratitude to Allah SWT for His blessing upon me in the form of guidance in completing this final project so that it could be accomplished.

The writer believes that this project won't finish without any help and support from several people that gave the help and support directly and indirectly.

Thus, the writer would like to appreciate and thanks to:

1. Dr. Nur Chamid, M.M as the principle of IAIN Kediri
2. Mrs. Erna Nurkholida, M.Pd and Mrs. Ima Fitriyah, M.Pd as my advisors who always give me guidance and suggestions in writing my thesis.
3. All of the lectures that taught me in English Department for giving knowledge, study experience and advice.
4. All staff in Faculty of Tarbiyah who help me finish the process of my thesis.
5. The Headmaster of MTsN 1 Kota Kediri who gave me permission to do my
6. research there.
7. All of staff of MTsN 1 Kota Kediri who help me in process collecting the data.

The researcher realized that this research was not perfect. There were many mistakes in this research. Thus, the researcher apologized for the mistakes and the researcher hope that this research could give meaningful knowledge for the readers. Several suggestions and criticism are needed to make this research better.

Kediri, May 28<sup>th</sup> 2019

**Binti Lailatussa'diyah**

## ABSTRACT

Lailatussa'diyah, Binti. *Using Survey, Question, Read, Recite, Review (SQ3R) in Reading Comprehension at the Eighth-Grade Students of MTsN 1 Kota Kediri*. English Department, Faculty of Education, State Islamic Institute of Kediri, 2019. Advisors: (1) Erna Nurkholida, M.Pd (2) Ima Fitriyah, M.Pd

Keyword: *Improving, Reading Comprehension, SQ3R Method.*

Reading comprehension is a process to recognize the text and remember any information in the text. The preliminary observation found that the students in junior high school had problems in reading comprehension. It is caused by several factors. The first, the students in comprehending reading text is low. The second, the students lack ability of vocabulary. The third, the students lack ability of recognizing the grammar. The last, the students passiveness toward reading. Based on the problems above, the researcher is interested in conducting a research entitled "Using Survey, Question, Read, Recite, Review (SQ3R) in Reading Comprehension at the Eighth-Grade Students of MTsN 1 Kota Kediri".

The research design of this study is Classroom Action Research (CAR). To do this research, the researcher uses the instruments: Reading test and Scoring guide. The subject of the research is the students of class VIII D at the academic year 2018/2019. The students of this class consist of 15 males and 22 females. The criterion of success is the students' score test if the students get 75 minimally from the criteria of minimum score (KKM) and the percentage of successful which want to reach is 80%.

The result of the research shows that the researcher has two cycles to implement SQ3R successfully. In cycle 1 total of successful students was 29 of 37 students, the average of the students' score in cycle 1 was 83 and the achievement percentage was 78%. In cycle 1 was not successful and it is needed to revise the treatment to be better. Therefore, in cycle 2, the researcher lets the students to make a list for some difficult words then check the meaning of them from their dictionary. From the result of the reading test in cycle 2, total of successful students was 33 of 37 students, the average of the students' score in cycle 2 was 81 and the achievement percentage was 89%. In other words, cycle 2 was successful and it does not need to revise the treatment. So, the implementation of SQ3R to improve reading comprehension at eight-grade students of MTsN 1 Kota Kediri was successful.

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