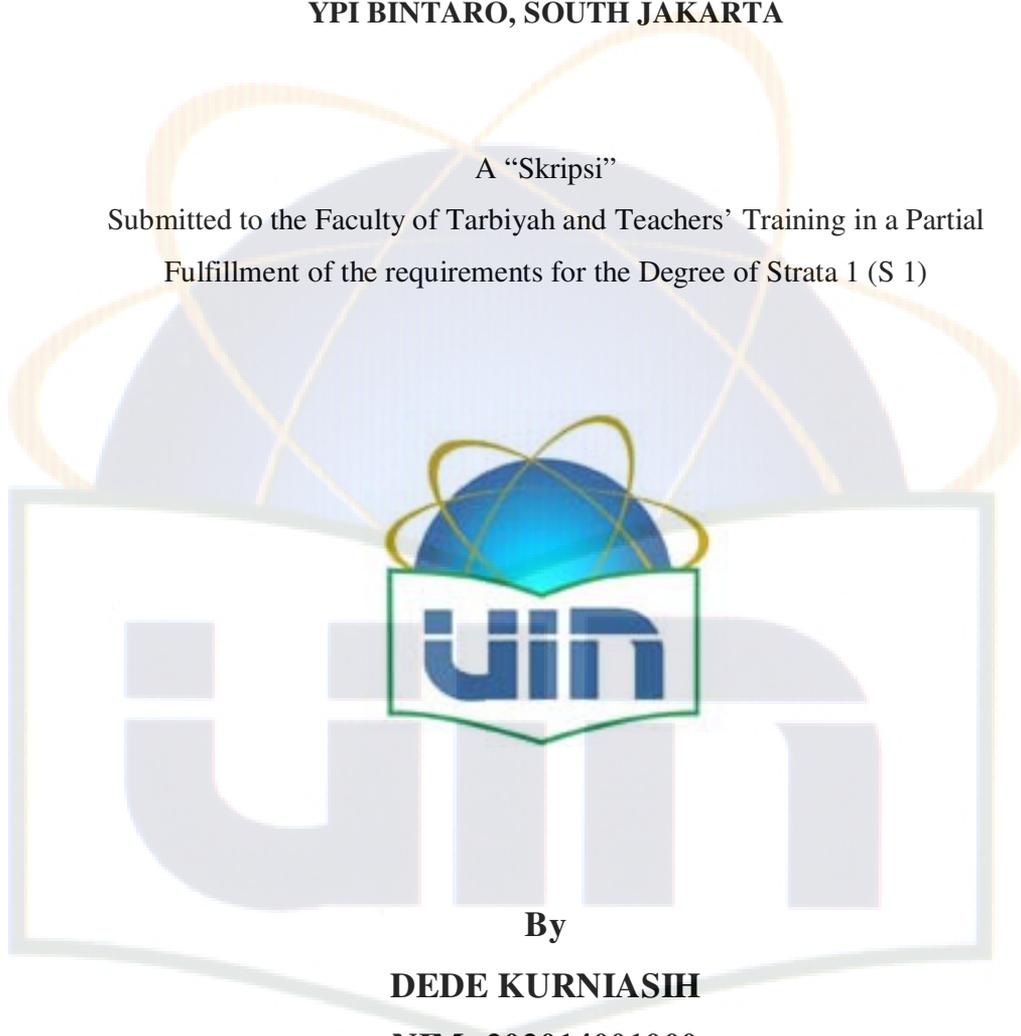


**USING SURVEY, QUESTION, READ, RECITE AND REVIEW (SQ3R)
TECHNIQUE IN TEACHING READING AT EIGHT GRADE OF SMP
YPI BINTARO, SOUTH JAKARTA**

A “Skripsi”

Submitted to the Faculty of Tarbiyah and Teachers’ Training in a Partial
Fulfillment of the requirements for the Degree of Strata 1 (S 1)



By

DEDE KURNIASIH

NIM: 202014001000

**DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER’S TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA**

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Approved by The Advisor



Drs. Nasrun Mahmud, M.pd.

NIP.150 041 070

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TARBIYAH AND TEACHER’S TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA**

2009

ENDORSMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teachers' Training certifies that the paper entitled " **Using Survey, Read, Recite and Review (SQ3R) Technique In Teaching Reading** " A case study at the Eight class of SMP YPI Bintaro, South Jakarta. Written by **Dede Kurniasih**, students regristation number : 202014001000, was examined by the committee on 30 th june 2009, and was declared to have passed and, therefore, fulfilled one of the requirements for the academic title of S.Pd. (Bachelor of Arts) in English Language Education t The Department of English Education.

Jakarta 30 th June, 2009

EXAMINATION COMMITTEE

CHAIRMAN : Drs. Syauki, M.Pd. (.....)
NIP. 150 246 289

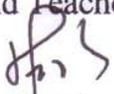
SERETARY : Neneng Sunengsih, M.Pd. (.....)
NIP. 150 293 232

EXAMINERS : 1. Drs. Syauki, M.Pd. (.....)
NIP. 150 246 289

2. Dra. Hidayati, M.Pd. (.....)
NIP. 150 231 927

Acknowledged by

Dean of Tarbiyah and Teachers' Training faculty


Pro. Dr. Dede Rosyada, MA

NIP. 150 231 356

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

English is one of the main lessons at school; it is given to students since elementary school as local content. English as a foreign language seems to be a difficult subject to learn for most of students in Indonesia. This is because of least three factors, first, English is not their native language, second, English structure and pronunciation and third, teachers cannot sometimes perform well language skills, they are listening, speaking, reading and writing.

In language teaching, reading is perhaps a difficult language skills to teach, because reading is the complex process and it involves so many different elements for instance : Mechanical eye movement, intellectual comprehension, such as imagining, reasoning, evaluating, problem solving, spelling, grammar and phonetics.¹

For junior high school in Indonesia, reading is one of the skills that is taught in English teaching learning. As stated in the GBPP of 1994 : “The English learning in junior high school composed of reading, listening, speaking and

¹ Zinz V. Miles, The Reading Process, (Dubuce : W.M.C Brown Company Publisher, 1972

writing skills in English which is given integrate. Nevertheless, reading is the major focus”²

For the students, reading is very important to develop their knowledge in their studies. Reading is a tool of learning in higher education; students need a variety of reading skill to understand book or reference materials. There fore, if a student does not read them, he will miss the latest information of science and community of life.

Reading is not only on the pronouncing or loudly reading but also it is the understanding taken into consideration. As said by Nuttal, “It is unlikely that you were interested in the pronunciation of what you read except in a tiny minority of cases, and it is even likely that you were interested in the grammatical structures used, you read because you wanted to get something from the writing: facts, ideas, enjoyment, even feelings or family community (from a letter) : what ever it was, you wanted to get the message that the writer had expressed”³

One-way students can do to know the text before they read is survey. Survey encourages students to get an overall picture of chapter. Besides that, surveying a single chapter will facilitate the reader’s comprehension. To solve this problem the teachers should apply teaching technique where the students can do the survey activity before they start to read.

² Depdikbud, GBPP,p.1

³ Christine Nuttal, Teaching Reading Skill in a Foreign Language, (London : Heinemann., 1982),p.3

SQ3R is a technique where the students have an opportunity to use five steps, they are survey, question, read, recite, and review in learning reading. In this technique students can use the survey technique to get the general ideas in passage quickly and make summary from the passage.

Based on the above argument, the writer is interested in discussing about TEACHING READING USING SQ3R TECHNIQUE (A Case Study at SMP YPI Bintaro, Jakarta Selatan). She is sure that the teaching of reading using SQ3R technique will help students have an opportunity to use five steps and can use the survey technique to get the general ideas in passage quickly and make summary from the passage.

By using this technique the students will perhaps have high motivation, because they are given a chance to be active in teaching learning process.

B. STATEMENT OF THE PROBLEM

There are two problems arising when the writer presents SQ3R technique in the teaching of reading. Those problems are :

- A. How a teacher uses SQ3R technique in teaching reading ?
- B. Are there any difficulties in using SQ3R techniques for teaching reading ?

C. OBJECTIVE OF THE STUDY

Through this skripsi, the writer wants to presents a type of teaching reading variation. The writer also describes a teaching model by using SQ3R technique in teaching reading. So, the teacher will be ready if they use this technique. The results is expected to be useful for students, especially for second grade of SMP YPI Bintaro Jakarta Selatan to increase their ability in reading skill and this result is also hoped to be useful for the teachers of English so that they know their students ability and proficiency in reading learning.

D. SIGNIFICANCE OF THE STUDY

The writer hopes that readers can take benefit from this skripsi. This skripsi can be a source for English teacher who needs alternative technique.

E. ORGANIZATION OF THE WRITING

This skripsi consists of four chapters as follows :

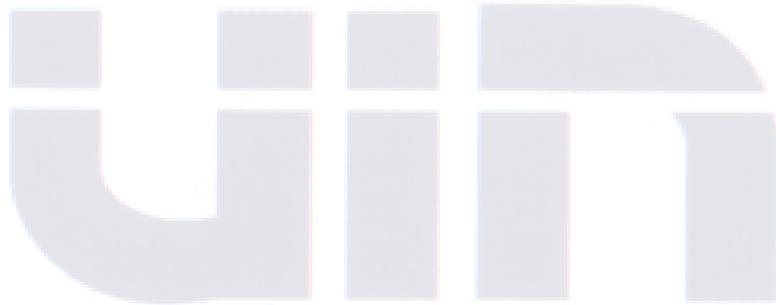
The first chapter is introduction, it consists : background of the study, statement of the problem, objective of the study, significance of the study and organization of the writing.

The second chapter is theoretical framework. In this chapter the writer would like to give some explanations about the nature of teaching. Reading consists of 3 items. They are : definition of reading, kinds of reading and factors influencing reading. SQ3R technique consists of 4 items. They are : definition of

SQ3R technique, steps in SQ3R technique, the advantages and disadvantages of using SQ3R technique.

The third chapter is about using SQ3R technique in teaching reading. It discusses about place and time of the study, population and sample, technique of data collecting, procedures of teaching reading using SQ3R technique, some problems faced by teacher and students, the advantages and disadvantages of using SQ3R technique in the teaching of reading.

The fourth chapter is about conclusions and suggestions. The writer tries to give some conclusions and some suggestion.



CHAPTER II

THEORITICAL FRAME WORK

This chapter presents and discusses the theoretical framework which is consist of The nature of teaching, Reading, Survey, Question, Read, Recite and Review, and Procedures of teaching reading using SQ3R technique.

A. THE NATURE OF TEACHING

In the education area, there are students and teachers. Students are people who are learning, while teachers are people who are teaching. Both of them have to achieve an educational purpose.

There are many definitions of teaching. Each definition depends on the person who is expert in the certain field. But each definition has similarity that is the transfer of knowledge, skill or information from one to another. Knowing the definition will help the class.

According to Oxford Encyclopedic English Dictionary, “Teaching to show how to do, make understand, give instruction to, or give systematic information to (person) or about (a subject or skill) or enable (a Person) to do something by instruction and training.”⁴

According to Douglas in his book, Teaching can be defined as showing or helping someone to learn how to do something, giving instruction, guiding

¹. Joice M. Hawkins and Robert Allens, *The Oxford Encyclopedic English Dictionary*, (Oxford:Clarendon Press), p. 1482.

in the study of something, providing with knowledge, causing to know or understand.⁵

The success of teaching learning process depends on several factors, the most important factors is the teacher. The teacher is the key figure in the language learning process. The teacher who tone for the learning activities. She leads students to learn while she provides a supporting condition, so the teaching goal can be achieved.

In this study, the writer focuses on the teaching of reading. Reading is a language skill in which students receive messages. Messages could come from a text. The text is divided into two categories, authentic and non-authentic. In the teaching of reading, a teacher's job is to train students in a number of skills.

B. READING

1. Definition

Reading is a process to establish a representation of meaning which involved more than merely identifying the word on the page, but what must be achieved is an understanding of the whole sequences of sentences.

As sukirah quoted from goodman (1976) and smith (1982), that "reading is the instantaneous recognition of various written symbols simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated, when a

² Brown H. Douglas, *Principles of Language Learning and Teaching*, (New Jersey :Prentice Hall, 1980), p. 7.

readers interacts with the print and the visual (written) information results in his comprehending the message.”⁶

One definition of what reading means, is : “Reading is the meaningful interpretation of printed or written verbal symbols.”⁷

According to the definition, reading means comprehending ideas, which are expressed by words or sentences in the various forms of printed or written language. If we understand the meaning of words or sentences we are looking at, we are really reading, but if we don’t understand the meaning of words or sentences we are looking at, we are not really reading, we only see or say the words or sentences.

In today’s world, one of the most important ways to communicate with speakers of other languages and with members of other cultures is via reading. Harris and Smith stated that “reading doesn’t take place without comprehension, and comprehension not occurs without thinking.”⁸

Based the definition above, it can be said that reading is activities to understand written ideas through interpretation and interaction with existing knowledge.

2. Kinds of Reading

Reading in modern atmosphere is the basic activity for language learning. In this section, the writer would like to discuss the kind of

³. Sukirah Kustaryo, *Reading Technique for College Student*, (Jakarta : P2LPTK Dirjen Dikti Depdikbud., 1988), p. 2.

⁴. Albert Harris J .*Effective Teaching of Reading*, (New York; Rinehart and Winston inc., 1964), p. 13

⁵. Harris and Smith, *Reading instruction through Diagnostic*, (New York; Holt Rinehart, 1980), p. 243.

reading in two side's point of view. Linguistically, the kind of reading can be divided into two kinds, they are as follow:

a. Reading aloud

Reading aloud is common practice in many language classes. This reading is done orally by the teacher first, and the repeated by the students in together or individually. The form of its text is usually a relatively short passage, and every detail essential to complete and accurate understanding of the text must be mastered before the lesson is completed. Because in most cases, students who read aloud are concerned with making a good impression on the teacher or on their peers. They pay little attention to meaning. It means that reading aloud usually reduce comprehension.

The purpose of reading aloud is mainly to ensure correct pronunciation, including stress and intonation of the students' reading, besides its meaning. It is as stated by Tamar Feurstein and Miriam Scholnik in their book as follow: "Reading aloud is important in that it allows a teacher to check pronunciation and reading fluency."⁹

Reading aloud is generally used for particular purpose and its function is limited. According to Stack in his book, *The Language Laboratory and Modern Language Teaching* "Reading aloud is useful

⁶ Tamar feurstein and Miriam Scholnik, *Enchancing Reading Comprehension In The Language Learning Classroom*, (California : Alta Book Center, 1995), p. 20

for radio announcer, actors, public speakers and must all reconvert written symbol into their oral prototype, and the must sound natural.”¹⁰

b. Silent Reading or Reading for Comprehension

This type of reading is done by the students in the class. They are supposed to read the passage silently. The passage should as far possible not be too difficult, not in the form of dialog or doesn't contain a lot of conversation. The main purpose of this reading is how the students can obtain the information from the printed page efficiently, rapidly and with full understanding. In other words, this leads the students to gain ability to comprehend the language they study.

The silent reading can be developed into other valuable purpose, such as :

(1) Study Reading

Study reading is the type of reading that is very important mostly for the students. It is stated by Lyla L. Miller in his book as follows:

“Study reading is a type in which the reader must get a maximum understanding of the main ideas and their relationship. This is the type the students must apply to his contacts, legal papers,

⁷ Edward M. stack, *The Language Laboratory and Modern Language Teaching*, (London : oxford University Press, 1971), p. 213.

technical manual instructions and similar materials which he must read and understand now and also remember for future use.”¹¹

(2) Idea Reading

This type is intended to get key ideas which are essential to most reading. The basic meanings of most articles should be considered into a few paragraphs.

In reading comprehension, it is necessary for the students to have an ability of reading whether in speed reading or slow reading. According to W. Ross and Patricia Y Murray, “to comprehend the context of the reading well and quickly, the students must pay attention to these types of reading: light reading, scanning, skimming and close reading.”¹²

(a) Light Reading

Light reading is the relaxed method used when someone read for pleasure and enjoyment. Someone might use this rate when he/she doesn't have to remember specific details, unless they particularly interest him/her.

(b) Scanning

⁸. Lyle L. Miller, *Increasing Reading Efficiency*, (New York : Holt, Rinehart and Winston Inc., 1959), p. 9.

⁹. W. Ross Winterowd and Patricia Y. Murray, *English Writing and Language Skills*, (New York: Harcourt Brace Jovanovich Publisher, 1983), p. 236-244.

Scanning is defined as the ability to locate specific information or facts as rapidly as possible. It is technique used when locating a word in the dictionary, when seeking a page number in the index or when checking to see what television program are offered at certain time. By scanning the students can scan to determine the reading of the chapter or selection, to find vocabulary words that are identified in italicized, or to see if any experiments are suggested.

(c) Skimming

Skimming is defined as the ability to identify main ideas while very rapidly and selectively skipping over the reading material. Skimming is even more helpful in becoming acquainted with new materials. In skimming process the students can read quickly to get a general idea of content. In other words, they shouldn't read to find out all but only general information, a sense of what the material is about.

(d) Close Reading

Close reading is used to remember and understand major ideas, detail and the relationship between the two. It involves giving careful attention to individual sentences, to main ideas and to relationships between the individual sentence in a passage and main idea.

(3) The Factors Influencing Reading

There are some factors that influences the students mind in reading, they are :

- a) Intelligence, the quality and quantity of comprehension will often be determined by students' general capacity to learn.
- b) Experience, they boy or girl with limited experiences may have difficulty in comprehending many of the ideas and activities which other children are familiar before they come to school.
- c) Mechanical of reading, if the students have mastered the skill of word attack and work meaning, they can easily comprehend sentences.
- d) Interest and interest span, it is a truism that we all respond quickly to what we read if we are interested in the topic or are at least familiar with it.
- e) Skill of comprehending, the skills which the child has developed for that purpose, like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skill.

C. SQ3R TECHNIQUE

1. Definition of SQ3R Technique

SQ3R Technique is an acronym for survey, question, read recite and review, which provides the students with mnemonic device to

remember both the steps and the order in which they occur.¹³ The SQ3R technique is a systematic study plan made students as an active learner by doing the activities directly. Estill said, that “SQ3R study strategy has been widely accepted because it is designed to serve not only as a technique for increasing immediate understanding but also as an aid in prolonging retention.”¹⁴ In SQ3R technique students play an important role in understanding reading materials. It facilitates students who want to read efficiently and systematically.

Meanwhile, Olson said, that “the SQ3R method can be used to illustrate the strategy behind most of the other techniques. It also demonstrates how the students may use the strategy in cases in which the teacher has not set specific purposes for reading the chapter.”¹⁵

2. The Steps in SQ3R Technique

Students who are taught to use the SQ3R technique are encouraged to follow five steps, they are: survey, question, read, recite, and review.

1. Survey, during the step, the students read the title of the chapter, the introductory statement, and the main headings, survey illustrations and read the summary at the end of the chapter. Then students try to construct a chapter outline in their mind. Olson said, that “this survey

¹⁰. W. Ross Winterowd and Patricia Y. Murray, *English Writing and Language Skills*, (New York: Harcourt Brace Jovanovich Publisher, 1983), p. 236-244.

¹¹ Lyle L. Miller, *Increasing Reading Efficiency*, (New York : Holt, Rinehart and Winston Inc., 1959), p. 9.

¹² W. Ross Winterowd and Patricia Y. Murray, *English Writing and Language Skills*, (New York: Harcourt Brace Jovanovich Publisher, 1983), p. 236-244.

step helps students to understand the author's format and main points."¹⁶

2. Question, during this step the students look through the text again and formulate questions that he or she expects to find answered in the selection to be studied. As Larain E. Flemming said, that "the title can help you anticipate the contents of a chapter. By adding words like why, where, what, who, when, whose, and how, you can turn the heading into question about the chapter."¹⁷ This step help students to focus and add specific purpose to their reading by hiding them in selecting relevant stimuli, as does the survey step.¹⁸

3. Read, in this step the students read to answer the questions formulated in the previous step. The reading will be purposeful because the students have purpose questions in mind. Notes may be taken during this careful reading.

4. Recite, in this step the recitation is construed as don't your self ritual occurring as soon possible after the first reading of material. After reading a chapter, the student's hey to respond to a question they had done and troy to answer the question if the answer incomplete, reread the appropriate section of the chapter.

5. Review, in this step the students review the material by receding portions of the book or note taken during the careful reading in order to

¹³. Larain E. Flemming, *Reading for Result*, (Boston : Houghton Mifflin Co., 1987), p. 383

¹⁴. Larain, *Reading for Result*,...p.383

¹⁵" Joanne, *Learning To Teach Reading* ...p.91.

verify the answers given during the previous step. When students have finished the assignment. When students have the neat in the texts, ask them to review the proceeding materials and surveying it rapidly to refresh their memory. Each section though read separately and of different times. It will pit together into the total organization of the material that and their intended.

3. The advantages & disadvantages of sour technique the advantages of SQ3R techniques is survey, question and time by doing the survey, it will increase the students motivation in reading, and help students to understand the general idea of material. This survey provides the reader with an over view of the material contained in the reading assignment and frame work into which facts contained in the selection can be organized as the students progress by through the reading.

By doing question from the context, it help to increase students' interest about the reading it self deeply. Student play an important rock in teaching process and use of time was efficient.

The disadvantages of SQ3R technique is less of communication between teacher and students. Because the time rocks in reading and the material or the text of reading was limited usage in teaching reading the students with lower proficient in vocabulary faced difficulty in understanding meaning of the words.

CHAPTER III

USING SQ3R TECHNIQUE IN TEACHING READING

In this research, the writer wants to know the process of teaching reading in SMP YPI Bintaro. What is the technique that teacher applied in order to bring the students into reading class with full attention and motivation in learning and the writer hopes it will give a better technique in teaching reading. And also for the in adapting new technique in teaching reading.

A. PLACE AND TIME OF THE STUDY

The writer did her research at SMP YPI Bintaro which is located on Jl. Rempoa Gg. Perintis Bintaro South Jakarta. The research was done from 11 to 14 November 2006. It began by observation of SMP YPI from 30 October to 9 November then the writer held an observation by attending reading class at second year students in two classes from 11 to 14 November 2006. SMP YPI Bintaro is under protection of YAYASAN PENDIDIKAN ISLAM CEMPAKA PUTUH that build on August 26, 1988. SLTP YPI have address in Jl. H. Maskup No.2 Bintaro of however because school location hit external project of Ring road, hence school change address on Jl. Rempoa Raya Gg. Printis No. 1 Bintaro .

1. Building

The building has two floors with seven classes for each floor and equipment rooms for physics, biology, chemistry, language, and computer laboratories, headmaster room, administration room, teacher room in two floors including meeting room and guest room.

SMP YPI has equipment as follows

- a. 9 room learn
- b. 1 school head room
- c. 1 laboratory room
- d. 1 library room
- e. 1 Language laboratory room
- f. 1 tuition room of counseling
- g. 1 room of OSIS
- h. 1 room of UKS
- i. 1 room of TU
- j. 1 teacher room
- k. 5 toilet
- l. 1 canteen room
- m. 1 mosque
- n. 1 ceremony field and basketball court

2. School activity

Monday up to Friday: 06.45 a. m - 12.35 P. m .

Friday: 06. 45 a. m - 11.25 P. m.

3. Extracurricular Activity is activity learn which executed outside

Lesson. Which written in program formation of activity of its activity study. For example

1. Spirituality
 2. Young Scout
 3. Paskibraka
 4. Adolescent Red Cross
 5. Taekwondo
 6. Extracurricular Legitimate stage Time practice: 07.00 - 17.30
4. Vision and Mission

Realizing the vision and the mission that have been dealt with, therefore the existence and the role of the curriculum as the basic and fundamental of all activities or learning activities need to be adjusted. Starting by reviewing the national curriculum as a fundamental, grading the materials that have relation (cross curriculum) and rearranging the reinforcement to some materials and by giving Islamic values into each subject, therefore the curriculum of SMP YPI Bintaro .

The teachers have more preparation in teaching and the students can feel the conducive and dynamist situation through individual approach, teacher design the learning program that optimally can develop students' potency that they are already had. The existence of pre remedial matriculation and source of subjects for the students that needed can help to solve the difficulty in learning.

5. Evaluation system

Evaluation as control media in general is used to gain quality of process. That does not mean we forgot the quality of result, but when a process succeed than the result that already has been reached will be more valuable. Operationally, evaluation was conducted in three Medias they are: Evaluation of process and evaluation of product.

Evaluation of process consists of evaluation of learning process, daily evaluation quiz practice and assignment. Evaluations of product consist of class examination, school examination and final examination.

6. Goal

1. Educate students to be in good believe, self help skill creative and intelligent.
2. Prepared students to enter social environment that more widely through the social activity based on Islamic values.
3. Preparing them selves to enter the senior high school.

B. POPULATION AND SAMPLE

In this research the writer took the population second grade students at SMP YPI Bintaro. The writer observed an English teacher when he was teaching reading in the class. Each class has 20 students. She wrote all the activities in the reading class in order to get as much information as possible about the process of teaching reading.

C. TECHNIQUE OF DATA COLLECTION

The techniques of data collecting are done by interview and observation.

a. Interview

The writer did an interview to an English teacher concerning the process of teaching in the classroom.

b. Observation

After doing an interview, the writer did the observation by attending reading class. She observed how the process of teaching learning in the classroom was carried out.

D. PROCEDURES OF TEACHING READING USING SQ3R TECHNIQUE

First, Greeting:

- teacher enters the class and greets the students
- teacher checks the attendance list by calling the students' name one by one

Second, Lead in:

- teacher elicits students' predictions, arouses students' interests and familiarizes students with the topic of the passage by asking pre-reading questions to students.
- Teacher tells the students the objective of the lesson.

Third, the teacher explanation about the definition of SQ3R Technique and the steps in SQ3R Technique. After that, she gave students a text and asked them to comprehend the text using the steps in SQ3R Technique. The following steps are :

1. Survey, take five to ten minutes to overview the chapter about read, looking for italics, headings,, boldface and other typographical clues that would assist students in locating section concerning the chapter.
2. Question; show students how to transform typographical clues into question that are related to their purpose of determining what idea of the chapter.
3. Read; teach students how to go back and read the identified sections with their questions in mind and how to record their answers.

4. Recite, instruct students to pause after reading all the material and try to recite the answer to all the questions that they formulated as well as to the original question. If they cannot, tell them to reread appropriate sections.
5. Review, teach students to review by repeating steps 1 through steps 4 if necessary and by surveying key points, reciting their answer, and rereading to judge their accuracy immediately prior to the examination.

Fourth, Teacher direct reading task:

- teacher tells students that they will do the exercise. In this exercise, students will skim the text.
- Teacher explains how to do the exercise. Teacher tells students to do the exercise as quickly as possible to see how quickly they can understand the gist of each passage.
- Teacher checks students' understanding of the instruction. Teacher makes sure that students know what they are going to do in this exercise.
- Teacher may discuss the vocabularies that students do not understand.

Fifth, Students read the text and do the text.

- Students read the textbook silently and ask the questions.

Sixth, Teacher direct feedback.

- teacher asks students to stop working. Teacher can say: “I think time is over. Stop working please. Let’s check our job.
- Teacher check students’ working by asking some of them to read out their answer. Now, Andi what is your answer for number one? Are you sure?. Okay class, do you agree with Andi’s answer? Etc.

Seventh, Closure:

- teacher concludes the lesson. Teacher may say, “So, what do you get from our lesson today? Do you enjoy your reading today? Etc.
- teacher closes the lesson. Teacher may say, “I think time is up, see you next Monday, bye”.

E. SOME PROBLEMS FACED BY TEACHERS AND STUDENTS

1. Teacher

After interviewing the teacher of English at SMP YPI Bintaro , by this interview the writer finds two dominant problems in teaching reading:

First limited knowledge of vocabulary by students of SMP YPI Bintaro they have in enough knowledge how to translate words in the sentences, these make them difficult to understand the reading. It is based on the result test done by teacher of SMP YPI in the beginning of meeting from students who will follow his teaching of reading.

Secondly, students abilities both English and Indonesian language the teacher analyze most of the English students are still in adequate in these field.

Another problem faced by teacher of SMP YPI is the time allocated to him is not adequate the teacher finds it hard to divide his time to teach reading.

2. Students

Consequently problems illustrated by teacher in teaching reading related to students achievement in this lesson, can be described as follows:

first, almost English students here regard that reading is hard to study having this kind of sense. They have enthusiasm in studying it. What makes them think and they hear from another people that reading is difficult enough due to a lot of vocabulary to study.

Second is limitation in understanding of vocabulary most of the students when faced by vocabulary or word by word, they don't think if there are many kinds of meaning.

Third another problem is the students laminated knowledge of vocabulary unfamiliar words and they never study regularly about vocabulary.

F. THE ADVANTAGES AND DISADVANTAGES OF USING SQ3R TECHNIQUE IN THE TEACHING OF READING

There are several advantages using the SQ3R Technique in the teaching of reading.

1. The students approach the task of textbook reading with a system or strategy that makes it possible to begin the task with confidence
2. SQ3R help concentration. Each step requires doing something; create a question, read to answer the question, review to check answer to the questions created.
3. The method can help the students focus on those parts of the reading that caused difficulty. If a question could not be answered or the answer was not understood, you can identify the difficulty and get help.
4. The SQ3R helps the students anticipate the questions that could possibly be part of an exam based on the assignment. Answering subtitle questions gives practice in answering question about the material
5. The technique helps the students prepare study notes in question and answer form for purpose of review.

The disadvantages of SQ3R Technique is less communication between teachers and students, because the time focus in reading and the material or the text of reading was limited usage in teaching reading. The students with lower proficiency in vocabulary face the difficulty in understanding meaning of the word.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. CONCLUSION

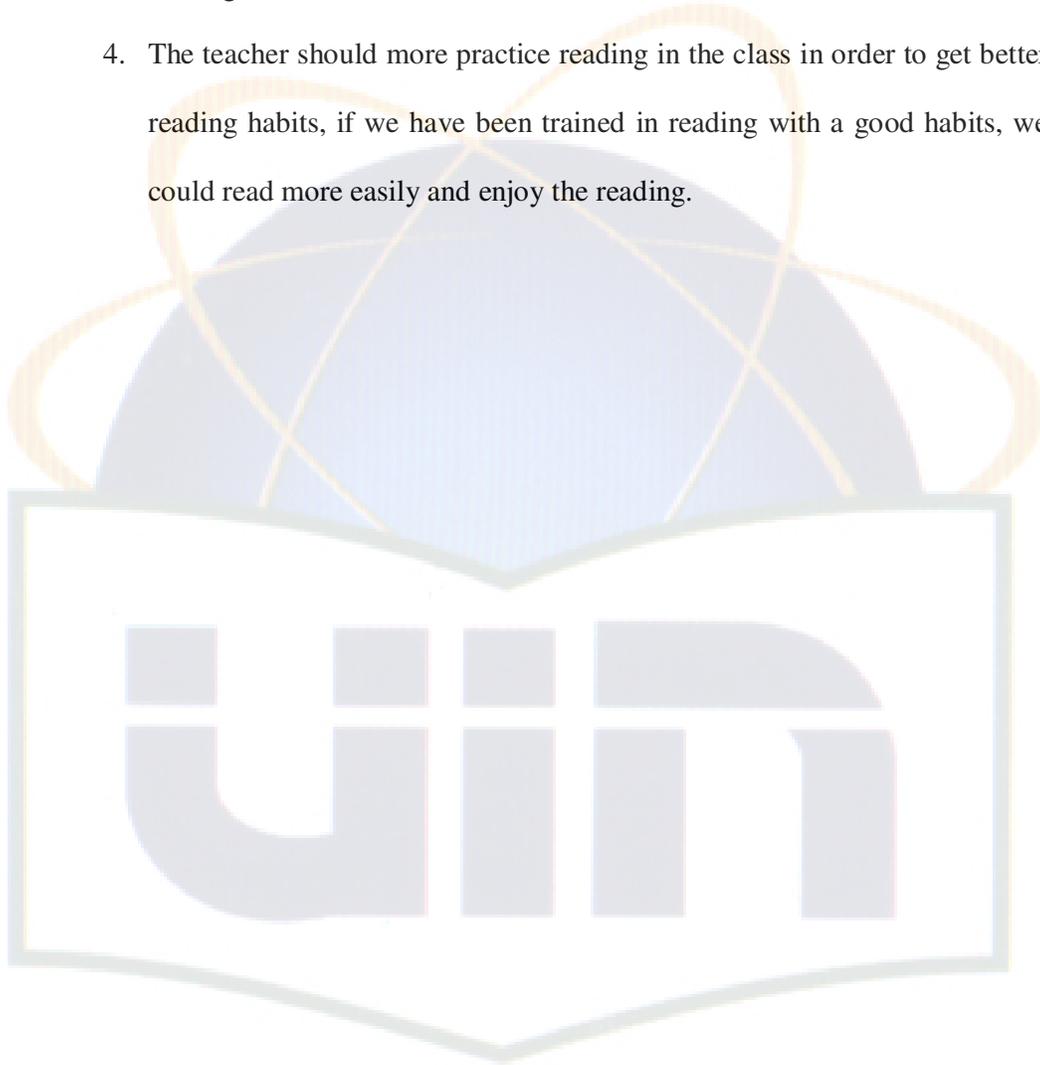
Teaching English to second grade students is not an easy job for English teacher. They should find away to make the learning process interesting so the students will be interested and motivated to learn English. If the technique of teaching is same from time to time or not varied, students will be bored and unmotivated to learn English. Teaching reading using SQ3R technique is an alternative ways in teaching reading to second grade students of Junior high school. This technique has several advantages either for teachers or students.

B. SUGGESTIONS

In the line with conclusion above, the writer would like to suggest the following notes:

1. The teacher permits students to bring their dictionary. It will help them when they get trouble in understanding a reading.
2. The English teacher should be creative in developing the teaching learning process in the classroom and making the class alive especially in learning reading in order to avoid the students boredom.

3. The teacher should be able to select the appropriate technique in teaching reading.
4. The teacher should more practice reading in the class in order to get better reading habits, if we have been trained in reading with a good habits, we could read more easily and enjoy the reading.



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7. Data of teachers

Nama Sekolah : SMP YPI

Alamat : Jl. Rempoa raya / Perintis No. 1 B Bintaro Kecamatan Pesanggrahan

No	Nama Guru	Jenis Kelamin	Jabatan	Tempat Lahir	Tgl Lahir	TMT Jadi Guru	Mulia Tugas Disk ini	Pendidikan Jurusan	Mengajar MP/Kelas	Jam Per Minggu	Alamat
1	Sicuk Handoko, Drs	L	KepSek	Ngawi	19-08-1965	18-07-1994	1994	Univ. FKIP PPTP	Geografi 2-3	22	Jl. H. Amsar Rt02/07 Bintaro Psangrahan Jak-Sel
2	Sarliyah, Dra	P	Wakasek	Kebumen	20-04-1966	18-07-1994	1998	UNJ Sastra Inggris	Bhs. Inggris 1-3	26	Jl. Rambutan RT 10/07 Tebet Jak-sel
3	Fakhriah	P	Guru	Kute Malige	23-08-1963	18-07-1988	1998	PGSLTP Bhs. Ind	BK 1-3	36	Jl. Tugu Kav.418 Rt. 04/ 9 Jati waringin bekasi
4	Sri Harini M	P	Guru	Jakarta	03-09-1961	18-07-1985	1998	Perbanas D3	Bhs. Ind 1-3	22	Jl. Bangka raya no. 20 Pela Mampang
5	Zainuri, Drs	P	Guru	Jepara	19-04-1964	17-07-1988	1989	IAIN Tarbiyah	Ket Boga 1-3	18	Jl. Haji Salim
6	Yahya Damaulai, Drs	L	Guru	Jakarta	07-02-1964	20-07-1992	1992	IAIN Tarbiyah	BTQ 1-3	24	Kmp. Kodam Bintaro
7	Titin Sukaeni	L	Guru	Klaten	18-08-1970	01-11-1995	1995	IKIP D3 Sejarah	B. Inggris 3	22	Kmp. Kodam Bintaro
8	Muhammad Usman	P	Guru	Cirebon	22-08-1968	01-07-1996	1996	IKIP Fisika	Sejarah 1-3	24	Kmp. Kodam Bintaro
9	Kardiana	L	Guru	Tasikmalaya	12-12-1965	20-11-1980	1998	IKIP D3 Jaskes	Fisika 1-2	22	Kmp. Kodam Bintaro
10	Iyar Binti Maryam, S.Ag	L	Guru	Sumedang	24-11-1971	19-07-1999	1999	Univ. Hukum	Penjaskes 1-2	22	Kmp. Kodam Bintaro
11	Sri Handayani	P	Guru	Tegal	25-03-1975	18-07-2001	2001	Univ. A4 Pertanin	Agama 1-3	22	Kmp. Kodam Bintaro
12	Dyah Endarwati, SH	P	Guru	Samarinda	06-07-1965	18-07-2001	2001	Univ. Hukum. A4	Biologi 1-3	22	Kmp. Kodam Bintaro
13	Agus M Aziz, S.Ag	L	Guru	Pontianak	05-05-1972	01-09-2001	2001	IAIN A4	PLKJ 1-3	22	Kmp. Kodam Bintaro
14	Mulyati, S.Pd	P	Guru	Jakarta	30-04-1967	15-07-2002	2002	IKIP Bhs. Ind	Geografi 1	22	Jl. Tugu Kav.418 Rt. 04/ 9 Jati waringin bekasi
15	Ellyza Soeryana, SP	P	Guru	Jakarta	01-07-1975	09-02-2004	2004	Univ. Pajajaran	Bhs. Ind 1	22	Jl. Tugu Kav.418 Rt. 04/ 9 Jati waringin bekasi
16	M. Tohir, Drs	L	Guru	Jakarta	01-07-1968	21-08-2003	2003	D3 Komputer	Ekonomi 1-2	22	Jl. Kihajar dewantara Rt.12/2 Larangan Tangerang
17	Eva Wahyuni, S.Kom	P	Guru	Jakarta	03-08-1978	21-07-2004	2004	Univ. Ekop	Pembiasaan	30	Komp. IAIN Rt. 02/3 Ciseeng Bogor

									1-2		
18	Etika Lestari	P	Guru	Jakarta	20-07-1978	19-07-2004	2004	IKIP D3 Fisika	Pembiasaan 3	12	Komp. IAIN Rt. 02/3 Ciseeng Bogor
19	Jumiarti	P	Guru	Jakarta	06-11-1977	19-07-2004	2004	IKIP Bhs. Inggris	TIK 1-3	20	Komp. IAIN Rt. 02/3 Ciseeng Bogor
20	Ceilya Agurtina, S.Pd	P	Guru	Manggar	28-08-1971	19-07-2004	2004	IAIN Tarbiyah PAI	KTG 1-3	22	Komp. IAIN Rt. 02/3 Ciseeng Bogor
21	Yunmai Mutardi	L	Guru	Jakarta	29-11-1965	19-07-2005	2005	IKIP Bhs. Ind	Ekop 1-2	22	Jl. Kibajar dewantara Rt.12/2 Larangan Tangerang
22	Lukman Hakim, S. Ag.	L	Guru	Jakarta	28-08-1975	19-07-2005	2005	IKIP D2 Jaskes	Fisika 1-3	12	Komp. IAIN Rt. 02/3 Ciseeng Bogor