THE EFFECTIVENESS OF USING SQ3R METHOD IN STUDENTS’ DESCRIPTIVE READING COMPREHENSION

(A Quasi Experimental Research at the Eighth Grade Students of SMPN 17 Depok)

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THE EFFECTIVENESS OF USING SQ3R METHOD IN
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(A Quasi Experimental Research at the Eighth Grade Students of
SMPN 17 Depok)

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ENDORSEMENT SHEET

The "Skripsi" (Research Paper) entitled "THE EFFECTIVENESS OF USING SQ3R METHOD IN STUDENTS' READING DESCRIPTIVE TEXT" (A Quasi Experimental Research at Eighth Grade Students of SMPN 17 Depok), written by Eldi Mardiansyah, student's registration number 108014000063 was examined in the examination session of the Faculty of Tarbiya and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta on March, 25th 2014. The "skripsi" has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" (Bachelor of Arts) in English Language Education at the English Education Department.

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The Writer
ABSTRACT

**Mardiansyah Eldi.** 2013, *The Effectiveness Of Using Sq3r Method In Students’ Descriptive Reading Comprehension (A Quasi Experimental Research at the Eighth Grade of SMP Negeri 17 Depok in the Academic Year of 2013-2014).*

Skripsi, English Education Departmen, Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

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Key Words: The Implementation, Reading Comprehension, SQ3R Method.

Reading is one of four English skills that important to be learned by students. In fact, Students are having difficulties in acquiring reading skill; they cannot understand the information from the text they read. Preliminary research confirmed this condition. Thus, it is highly important to apply SQ3R method that would improve students’ reading skill. The research was carried out at SMP N 17 Depok. The aim of the research is to find out whether SQ3R method improves students’ ability in reading comprehension or not.

The research design used in this research is Quasi Experimental Research by using test, to find out the significant difference between recent technique and SQ3R method through the score pre-test and post-test. The researcher chose One Group Pre-test Post-test Design as one of quasi research models. This experiment was conducted to only one group without any control group. The population is all of the students of eighth grade at SMPN 17 Depok. As the sample, the researcher just takes one class that was 8-3 class.

The results of analysis in the research showed that implementing SQ3R method in students’ reading descriptive is success. SQ3R is helpful and effective, so it can be used as an alternative method in teaching reading based on the result of gained post-test students achievement at the eighth grade students of SMP N 17 Depok Academic year 2013-2014.
ABSTRAK


Dosen Pembimbing: Drs. Sunardi Kartowisastro, Dipl. Ed.

Maya Defianty, M. Pd.

Key Words: The Implementation, Reading Comprehension, SQ3R Method.


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CHAPTER I
INTRODUCTION

A. The Background of the Research

Reading is important skills in learning English especially in Indonesia. By reading, we are as the reader can understand the individual sentences and the organizational structure of a piece of writing. We can comprehend ideas, follow arguments, and detect implications. We also know most of the words in the text already, but we can also determine the meaning of many of the unfamiliar words from the context. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly.

Reading also is one basic skill that the students need to be taught. When we read, we can get any information that is useful for us because reading is a process of getting meaning from printed word symbols.1 After the people read something correctly, they will get the information from the passages and in comprehending the passages. Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated, the act is not simple to teach, learn or practice.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.2 The reading ability is a crucial tool that helps the learning process, without it the students may not be able to deal with the literature that has to read in their period of studying. It is hardly exaggerated if reading is said as the most important ability for non-English speaking students to master. Students read in order to comprehend and be stimulated by the ideas in a selection; the major emphasis in training should, therefore, be on improving comprehension. Ideally, in reading

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comprehension the students should be able to find the main idea of the text, find
details information in a text, identify the use of reference in a text, guess or
understand the meaning of unfamiliar words in the text, and distinguish between
literal and implied meaning.

Based on the observation, fact showed that many students got difficulties
in reading comprehension. The researcher found some indicators dealing with the
low of students’ specific comprehension of the text including literacy skills,
sequencing and summarizing comprehensions. These indicators were: (a) students
were unable to find the main idea; (b) the students were unable to find detailed
information of the text; (c) the students were unable to translate the difficult
words; (d) students were unable to understand the use of reference in the text; and
(e) the students were unable to distinguish between literal and implied information
in text.

These unpleasant situations occur because most of the students were bored
with the teaching and learning process. The teacher had no motivation to change
the technique used. The teacher constantly applied the same conventional
technique, which leads to a boredom condition on the students.

Besides, fact also showed that the students’ achievement in reading has not
reached the standard (KKM). All of indicators that were tested by the researcher
were still low. These unpleasant situations occurred because most of the students
were bored in the teaching and learning process. The way of the teacher taught
was not interesting enough. The teacher used most of the time to talk while the
students only listened and sometimes did some exercise if the teacher asked them
to do it. They rarely took part into the lesson. That was the reason why the
students did not concentrate on the learning process and close to have their own
activity. Besides, the teacher did not use the media optimally and there was no
variation of the methods which were use in the teaching learning activity. It is
assumed that teaching reading is not still success.

The researcher intends to overcome the problems to improve students’
ability in reading comprehension by using SQ3R method. SQ3R method is
method introduced by Francis P. Robinson in 1961. This method is designed to make the students read faster and get knowledge or information as much as they can. SQ3R method consists of five steps, which are survey, question, read, recite, and review. It might seem need much time but the advantages that will be got are very good for students in comprehending material.

SQ3R is useful method for fully absorbing written information. It helps the students to create a good metal framework of a subject, into which the reader can fit fact correctly. SQ3R method helps the students to set study goals. It also prompts the students to use the review techniques that will helps to fix information in their mind.

By using SQ3R method to actively reading a document, the students can get the maximum benefit from their reading time. On the plus side, thus multi-step plan of SQ3R method makes sense because it combines before, during, and after reading activities to help students become actively involved in reading to comprehend.

The researcher will implement the SQ3R method to improve the basic competences of reading comprehension in which the students have not reached all of these competences yet. The first basic competence of reading comprehension is finding the main idea of the text. By using SQ3R method especially in the first step of this method, survey, the students were asked to glance through the topic headings and try to get an overview of the reading to get an idea of where the chapter is going. This step will help the students’ mind prepare for the subject at hand, and it also lets the students know what the text will be about.

The second indicator of the successful reading is the students should be able to find detailed information in the text. SQ3R method offers such good and easy way in finding detail information of the text by turning the heading or the title of the text into questions that directs the students’ reading so that the students can find the detail and examples that support major points of the text through the

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4 Ibid, p.40
5 Ibid, p.40
next step of SQ3R method called *reading*. In addition, as we know that the better the questions, the better readers’ comprehension will be.

Besides, the third indicator of reading comprehension is the students should be able to translate unknown words that are used in a text. This indicator often becomes the major obstacle in students’ reading comprehension that leads the students to become unmotivated to continue their reading. The third step of SQ3R method, *reading*, suggests the students to infer the unknown word from the context and do not skip this unfamiliar word in the text. If the students cannot infer unfamiliar word meanings from the context, SQ3R method suggests the students to reread the sentence in which each new word appears to ensure the students understand it. Moreover, in this step the students can also identify the use of reference in a text as the third indicators of reading comprehension. When the students can’t infer the use of references in the text, the students should look them up and be sure to reread not only where the sentence in which the reference appears but also the sentence which precede it to ensure the students understand it.

In addition, to fulfill the basic competences of reading comprehension the students are also asked to be able to find implied information. In the last step of SQ3R method, *review*, the students are asked to create a one page of hierarchical summary of the entire chapter and to consider how the material fits with what the students know from the course, experience, and other classes. In doing this step the teacher can use questions such as: what is the material’s significance?; what are the implications or applications of this material?; and what questions are you left with?. When the students can absorb the researcher’s idea then review or summarize the points of the text by using their own words it means that they are able to find the implied information of the text.

Based on the explanation above, the researcher would like to conduct the research entitled:

**THE EFFECTIVENESS OF USING SQ3R METHOD IN IMPROVING STUDENTS’ READING DESCRIPTIVE TEXT**

*(A Quasi Experimental Research at the Eighth Grade of Students SMPN 17 Depok)*
B. Identification of the Problem

Based on the background mentioned above, the problem can be identified as follows:

1. Students were unable to find the main idea
2. She students were unable to find detailed information of the text
3. The students were unable to translate the difficult words
4. Students were unable to understand the use of reference in the text
5. The students were unable to distinguish between literal and implied information in text.

C. The Limitation and Formulation of the Research

1. The Limitation of the Research

Based on the identification, the researcher focuses on the effects of SQ3R method in students’ reading comprehension especially in reading descriptive text at the eighth grade students of SMPN 17 Depok in Academic year 2013-2014.

2. The Formulation of the Research

Based on the background of the research above, the problem of the research is “is there any effect of using SQ3R method on students' reading descriptive text at the eighth grade students of SMPN 17 Depok in Academic year 2013-2014.

D. The Objective of the Research

The objective of the research is to find out the effect of using SQ3R on students' reading descriptive text at Eighth Grade SMPN 17 Depok in Academic year 2013-2014.

E. The Significance of the Research

The researcher expects that the research will be useful for the researcher himself, so it will be broaden his knowledge in teaching reading, and for the
English teacher who might use this method when they teach reading. And for the students, hopefully they will have a better improvement in reading skill.
CHAPTER II
THEORITICAL REVIEW

A. Reading
   1. Definition of Reading

   Reading is one of the four skills in learning English. There are many definitions of reading according to experts. The term of “reading” has many interpretations. It is apparent that one simple definition will not be enough. For that reason, reading would be described and defined in various and different ways.

   One of them is Arthur W. Heilman, he defines that reading is a process of getting meaning from printed word symbols.\(^1\) This definition is supported by Savage and Mooney; they state that reading is a process of moving through printed language to meaning.\(^2\) Based on definition above reading is a process of reader to grasp the meaning from the printed word symbol or from the text.

   Another definition of reading is the process of learning to read in one’s native language is the process of transfer from the auditory signs for language signals, which the child has already learned to the new visual signs for the same signal.\(^3\)

   Sandra Silberstein adds that “reading is a complex information processing in which the reader has interaction with text in order to (re)creates meaningful discourse.”\(^4\) Meanwhile Christie Nuttal argues that:

   “It is unlikely that you were interested in the pronunciation of what you read expect in a tiny minority of cases, and it is even likely that you were interested in the grammatical structure used, you read because you wanted to

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get something from the writing facts, ideas, enjoyment, even feeling or family community (from a letter): whatever it was, you wanted to get the message that the writer had expressed".

It indicates that reading, there is an active process which is proven with eyes movement to recognize written symbols and sometimes in pronouncing or loudly reading. But more than that, reading involved the reader’s thinking. Here, Joe Cortina and Janet Elder say that “Reading is a form of thinking”. It means that in reading process, it is brain that does the reading such as to associate the knowledge and experience with what on the text.

From those explanations, it can be conclude that reading is a process of thinking. It is more than identifying the word on the page, but what must achieve as an understanding of the sentences in a paragraph. It is not only how to get the meaning but also how the reader can understand the writer’s ideas.

Reading includes many aspects of reading abilities. To understand the information, the combination of the word recognition, intellect, and emotion interrelated with prior knowledge are needed. The readers have to integrate their abilities when reading text, because reading needs understanding to process the information in mind. The opinion above is supported by Albert J. Harris and Edward R. Sipay, they said that “Reading is a complex process in which the recognition and comprehension of written symbols are influenced by reader’s perceptual skills, experiences, language background, mind set and reasoning abilities as they anticipate meaning on the basis of what has been read.”

The statement above is supported by Ronald Mackay et al, they mention that reading is not a single skills but a process comprising a complex set of interrelated skills. These involve:

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8 Ibid, P.52
1. Word recognition and the mastery of basic vocabulary and such technical or specialized vocabulary as many from time to time be required.

2. The ability to see in the material the structures of the sentences, paragraphs, and longer passages that constitute the thought units.

3. The intelligence necessary to follow the thought development thus presented and makes any relevant deductions, inferences, or critical assessments.

2. Types of Reading

When we want to locate some specific information, we engage in search processes that usually include scanning and skimming. If we have read a chapter in a book and want to check when James Watt invented of the steam engine, we might try to recall the context in which that discussion had occurred, and then skim through the chapter to find the most likely pages, and then scan those pages for suitable information. Both skimming and scanning are processes carried out at very high speed (with high rates of words per minutes). The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick understanding of a text) allows a reader to search for information.  

3. The Purposes of Reading

When we begin to read, we have the different purposes. For example, when we pick up a newspaper, we usually read the front page with some combination of search processing, general reading comprehension and skimming. We read partly for information, but we also read with a goal to finish the newspaper. The most commonly people read for general comprehension (whether for information or for pleasure). Here we might read a novel, a short story, a newspaper article, or a report of some type to understand the information in the

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text, to be entertained and/or to use the information for a particular purpose. We believe that reading purposes can be classified under five purposes of reading.

a. Reading to search for simple information

Some researchers claim reading to search for simple information is a common reading ability. They see it as a quite good independent cognitive process because it is used so often in reading tasks.\textsuperscript{10}

b. Reading to learn from text

Reading to learn is accomplished at a reading rate slower than general reading comprehension slightly (mostly because rereading and reflection strategies to help remember information). In addition, reading to learn makes stronger inference demands than general information with background knowledge (e.g., connecting a character, event or concept to other known characters, events or concepts; or connecting possible causes to known events). Reading to learn also when we read something we get information, learn from that information, and must understand the information too.

c. Reading to integrate information

Reading to integrate information requires that the reader integrate and learn information from texts or bring together information from different parts of a long text, such as a long and complex chapter in a textbook.

d. Reading to evaluate, critique, and use information often also represents an increased level of demand and a more complex interaction of reading processes. In academic and professional settings, readers are at times asked to evaluate and critique information from multiple texts, requiring them to make decisions about which aspects of the text are most important, most persuasive, least persuasive, or most controversial. Moreover, readers need to decide how to relate the text information to other information intertextually and to their reading, aside from the ability to construct a
careful understanding of the text, involves the application, and especially rhetorical control, of a reader’s attitudes, emotional responses, interests, and preferences to the interpretation of the text (when evaluation or critique is done well).

e. Reading for general comprehension is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension. This is the reading that takes place when we read a good novel, an interesting newspaper story or feature article, or a magazine when we are relaxing. It is saved for last in this discussion because it is both fundamental to reading and most often misunderstood as easy reading – but it is not easy.  

4. Reading Comprehension

Reading is establishing a representation process of meaning that not only involved identifying the word on the page but what must be got is a comprehension of the whole sequences of sentences. Process of reading emphasizes on constructing meaning that asks readers to use their background knowledge and cues from linguistic systems to make sense of texts.  

The result of reading activity understands what has been read. Reading without understanding what has been read is useless. Reading cannot be separated from comprehension. One most comprehend the text in order to understand and interpret the written symbols. In Bloomfield taxonomy, there is a level of cognitive domain, namely comprehension which is type of understanding, such that the individual know what is being communicated. According to Pearson, he said that the essence of comprehension is captured in one simple principle: Comprehension is building bridges between the new and the known. Beneath this simple metaphor lies a

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12 David Nunan, *Designing Tasks for the Communicative Classroom* (Glasgow: Bell & Bain Ltd., 1989). p. 33
rich and complex set of implications about process itself and about the process of teaching comprehension.

B. The Concept of SQ3R Method

1. Definition of SQ3R Method

There are a variety of different strategies that an individual can use to read a particular piece of material, but it is important for an individual to find the best strategy for the type of resource that the individual is using. One of the strategy that an individual can use to read and study a variety of different material is known as SQ3R method. SQ3R method is introduced by Francis P. Robinson in 1961. This reading strategy is primarily intended for studying information that does not necessarily confuse the individual, but rather is just unfamiliar to the individual.

Survey and Question are the pre-reading components of SQ3R. They are used to activate background knowledge, provide purposes for reading, and motivate readers to read the assignments. In this first step the readers are asked to glance through the topic headings and try to get an overview of the reading. Next, the readers should turn the first heading into a question. These questions focus on the readers’ concentration on what they need to learn or get from reading.

Once the individual has identified all of the questions that he or she should answers while reading the chapter, the individual should then read the chapter as whilst-reading as a part of SQ3R method and try to find the answers to each of the questions.

Recite (Recall) and Review are the post-reading activity of part in SQ3R method. They help the readers summarize and organize ideas so they can be remembered and applied. The readers are allowed to draw picture to identify main ideas, portray key concept in graphic organizers, or capture the real meaning of the reading.

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2. The Steps of SQ3R Method

According to Robinson (1961: 38) SQ3R method consists of five separate steps that help the individual determine the most important points of each chapter and study those points. These steps are as follow:

a. Survey: Survey is kind of pre-reading activity that covers some activities such as glancing over the headings in the chapter to see the few big points which will be developed. The individual should just quickly survey the chapter or section summaries, and any other easily identifiable indications of the key points that the chapter is attempting to convey.

b. Question: In this step the readers are asked to turn the first heading into a question. The reader should take each of these items and turn them into questions that the individual can answer while he or she is reading the chapter. Once the individual has identified all of the questions that he or she should answer while reading the chapter.

c. Read: In this step the reader reads the text in order to answer the questions. The individual should then read chapter and try to find the answers to each of the questions.\(^\text{15}\)

d. Recite: Having read the first section, the reader can look away from the book and try briefly to recite the answer to their questions. Each time that the individual completes a paragraph or section of the chapter, that individual should stop, recite any questions that the individual believes he or she can answer and then recite the answer to those questions.

e. Review: Actually in the last step, once the individual has read the entire chapter and answered all of the questions, he or she should go back and write down each question right next to its corresponding answer. This will allow the individual to preview the information at a later time very quickly.\(^\text{16}\)

\(^{15}\)http://www.ucc.vt.edu/academic_support_students/online_study_skills_workshops/SQ3R_improving_reading_comprehension/index.html retrieved on July, 26, 2013

\(^{16}\)Francis P. Robinson, Effective Study (revised edition), (United States: Harper & Row Publisher, 1961) p.13
3. The Advantages and Disadvantages of SQ3R Method

SQ3R method is a useful method for fully absorbing written information. It helps the readers to create a good metal framework of a subject, into which the reader can fit fact correctly. SQ3R method helps the readers to set study goals. It also prompts the readers to use the review techniques that will help to fix information in their mind.

By using SQ3R method, the students can improve their reading comprehension. Reading comprehension consists of five indicators: students able to find the main idea; detail information of the text; understanding the meaning of unfamiliar words, identifying the use of reference; and the ability of finding implied information of the text.

The enhancement of reading comprehension improves because of SQ3R method. SQ3R method is one of the methods that can make the students comprehend more in reading skill. SQ3R is one of the methods that can make the students active and effective readers. This method is designed to make the students can read faster and get knowledge or information as much they can.

According to Robinson (1961: 39-42), a quick overview of the text, survey, will orient the readers and allow them to comprehend, at least partially, what is to come. With this preview they can then comprehend the selection more rapidly. Besides, several studies indicate that a quick preview of the heading or a look at the summary is to help in reading chapter.17

He also states that students who have training in outlining will have a better comprehension of what they read and in performance on study materials in other course. In studying an alternation of reading and note-taking makes it easier to the student to keep at his lessons and to maintain an attitude of active searching for ideas. Besides, the students will find it helpful to make a preview of the heading and the final summary before starting to read, to ask questions based on the heading as they start to read each headed section, and to write a brief summary

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17 Robinson, op. cit., p.39
phrases after reading each section so as to check their comprehension and to express visually the relationship between the idea.

On the other hand, fact also shows that SQ3R method also has some disadvantages such as: the change of activity in SQ3R method is boring even though one can start each new period with enthusiasm. Unfortunately, this system can also overwhelm readers with its complexity. Some think that they are to use old habits of lengthy note-taking where all details are copied from the book, usually as a complete sentence. This technique disrupts the progress of reading that the train of thought is lost. Besides, this strategy requires direct, intensive, and repeated instruction from the teacher. Students can be reluctant to invest in the strategy as the learning of SQ3R requires their commitment to careful study and practice. However, research supports the efficacy of the study skills incorporated into this strategy.

C. Teaching Reading through SQ3R Method

Teaching reading is essential for students remembering that the reading is the main skill tested in National Examination (Ujian Nasional). The students are asked to be able to comprehend such text well. Ideally, in reading comprehension the students should be able to find the main idea of the text, find the details information in a text, identify the use of reference in a text, guess or understand the meaning of unfamiliar words in the text, and distinguish between literal and implied meaning.

Unfortunately, fact shows that there are still many students who get difficulties in reading comprehension. The problems which arise cover two indicators. They include student’s competence and class situation. From students’ competence category, the researcher found some indicators dealing with the low students’ specific comprehension of the text including literal, sequencing, and summarizing comprehensions. These indicators are: (a) students were unable to find the main idea; (b) the students were unable to find

detail information of the text; (c) the students were unable to translate the
difficult words; (d) students were unable to understand the use of reference in
the text; (e) the students were unable to find distinguish between literal and
implied information in a text.

These unpleasant situations occur because most of the students were
bored with the teaching and learning process. The way the teacher taught was
not interesting enough. The teacher had no motivation to change the technique
used. The teacher constantly applied the same conventional technique, which
leads to a boredom condition on the students.

Related to such problems, the researcher intends to overcome the
problems to improve students reading comprehension through SQ3R method.
As mentioned before that one of the effective ways in improving students’
reading comprehension is through SQ3R method. SQ3R is one of the methods
that can make the students to be an active and effective reader. This method is
designed to make the students can read faster and get knowledge or
information as much as they can. SQ3R contribute as the method to help the
teacher convey the material easily and expected to the students being easily in
receiving the material too.

SQ3R is useful technique for fully absorbing written information. It
helps the students to create a good mental framework of a subject, into which
the reader can fit fact correctly. SQ3R method helps the students to set study
goals. It also prompts the students to use the review techniques that will helps
to fix information in their mind.19

By using SQ3R method to actively reading a document, the students
can get the maximum benefit from their reading time. On the plus side, this
multi-step plan of SQ3R method makes sense because it combines before,
during and after reading activities to help students become actively involved in
reading to comprehend.

This method is suitable to improve the students’ basic competences of
reading comprehension that haven’t been reached yet, such as finding the main

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19 Robinson, op. cit., p.40
idea of the text. By using SQ3R method especially in the first step of this method, survey, the students are asked to glance through the topic headings and try to get an overview of the reading to get an idea of where the chapter is going. This step will help the students’ mind prepare for the subject at hand and it also lets the students’ know what the text will be about.

The second indicator of successful reading is the students should be able to find detail information in the text. SQ3R method offers such good and easy way in finding detail information of the text by turning the heading or the title of the text into questions that directs the students’ reading so that the students can find the details and examples that support major points of the text through next step of SQ3R method called reading. In addition, as we know that the better the questions, the better readers’ comprehension will be.

Besides, the third and the forth indicator of reading comprehension is the students should be able to translate unknown words which is used in a text. This indicator often becomes the major obstacle in students’ reading comprehension that leads the students to become unmotivated to continue their reading. The third step of SQ3R method, reading, suggests the students to infer the unknown word from the context and do not skip this unfamiliar word in the text. If the students cannot infer unfamiliar word meaning from context, SQ3R method suggests the students to look them up and be sure to reread the sentence in which each new word appears to ensure the students understand it. Moreover, in this step the students can also identify the use of reference in a text. When the students cannot infer the use of references in the text, the students should look them up and be sure to reread not only where the sentence in which the reference appears but also the sentence which precede it to ensure the students understand it.

In addition, to fulfill the basic competence of reading comprehension the students are also asked to be able to find implied information. In the last step of SQ3R method, review, the students are asked to create one page of hierarchical summary of the entire chapter and to consider how the material fits with what the students know from the course, experience, and other
classes. In doing this step the students can use questions such as, What is the material’s significance?; what are the implications or applications of this material?; and What questions are you left with? When the students can absorb the writer’s idea then review or summarize the points of the text by using their own words it means that they are able to find the implied information of the text.

In addition, the use of SQ3R method can make the students who are not enthusiastic to read the text become active involved in the reading process as the expert says that the multi-step plan of SQ3R method makes sense actively involved in reading to comprehend.

**D. Research Hypothesis**

This research is to know that there is any effect of using SQ3R method in students’ reading descriptive text or not. To find answer of the problem, the researcher should propose alternative hypothesis (Ha) and null hypothesis (Ho) as below:

1. Alternative Hypothesis (Ha): There is any effect of using SQ3R method in students’ reading descriptive text at the eighth grade students of SMPN 17 Depok in Academic year 2013-2014.

2. Null Hypothesis (Ho) : There is no any effect of using SQ3R method in students’ reading descriptive text at the eighth grade students of SMPN 17 Depok in Academic year 2013-2014.
CHAPTER III
RESEARCH METHODOLOGY

A. The Methodology of Research

1. Place and Time of Research

   The researcher did the research at SMPN 17 Depok which is located at Jl. H. Muhajir Gandul, Cinere, Depok.

   He conducted this research from October up to November 2013. It began by giving pre-test on October. Then, on November, the researcher gave post-test. The researcher conducted the field research for six meetings.

2. Technique of Data Collecting

   The researcher makes the instrument of this research is test that consisting of 20 questions reading test. The questions are multiple choices. If students get correct answers, they will get 100 score.

3. Research Design

   Research design is quasi experimental research. The researcher chose one group pre-test post-test design as one of quasi research models. This experiment was conducted to only one group without any control group. The population is all of the students of eighth grade at SMPN 17 Depok. As the sample, the researcher just takes one class that was 8-3 class.

   The scheme as follows:

   $O_1 \times O_2$

   In which,

   $O_1$ : Pre-test
   $X$ : Treatment using SQ3R Method
   $O_2$ : Post-test

   So, in the beginning of the research, the researcher gave a pre-test to the class. Then, he gave treatments by using SQ3R method in reading
descriptive test. The last, he gave post-test to measure whether SQ3R method improved students’ reading descriptive text or not.

4. Procedures of the Experiment

In this research, the researcher took 8-3 class at SMPN 17 Depok, which consisted of 41 students. All of them were selected as the sample. Before giving the treatment, the researcher conducted a pre-test for the sample group. It was conducted on October 2013. The reading descriptive test consisted of 20 items in multiple choices.

After conducting the pre-test, the researcher gave a treatment which began on beginning of November until the end of November 2013. After conducting the treatment, the researcher gave a post-test to the students.

5. Technique of Data Analysis

The researcher used a quantitative data which is related to numerals and it is analyzed by statistics. He used “t-test” formula to calculate the data by comparing students’ pre-test and post-test.

After collecting the data he needed in research, the data processed and analyzed through the following steps.1

a. Investigating students’ reading test, giving score, and describing score in table.

b. Determining mean of variable x with formula:

\[ M = \frac{\Sigma x}{N} \]

c. Determining mean of variable y with formula:

\[ My = \frac{\Sigma y}{N} \]

d. Determining deviation standard of variable x and y with formula:

\[ SDD = \frac{\Sigma D^2}{N} - \frac{(\Sigma D)^2}{(N)} \]

---

e. Determining standard error of mean of difference with formula:

\[ SE_{mD} = \frac{SD_D}{\sqrt{N-1}} \]

f. Determining mean of difference

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

g. Determining test of hypothesis (t₀)

\[ t_0 = \frac{\Sigma M_D}{SE_{mD}} \]

h. Determining degrees of freedom (df)

\[ df = (N - 1) \]

- \( M \) = the average of score
- \( X \) = the score of pre-test
- \( Y \) = the score of post-test
- \( N \) = number of cases
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

Research Findings
1. Data Description

To know the result of the students pre-test and post-test, the writer makes the table of the students, score such as follows:

The test results of the experimental class are tabulated and calculated in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Students</th>
<th>Pre-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S1</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>S2</td>
<td>53</td>
</tr>
<tr>
<td>3</td>
<td>S3</td>
<td>60</td>
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<tr>
<td>4</td>
<td>S4</td>
<td>57</td>
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<tr>
<td>5</td>
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<td>80</td>
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<tr>
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<td>S6</td>
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<td>7</td>
<td>S7</td>
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<td>---</td>
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<td>32</td>
<td>S32</td>
<td>57</td>
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<td>33</td>
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<td>47</td>
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<td>34</td>
<td>S34</td>
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<td>77</td>
</tr>
<tr>
<td>40</td>
<td>S40</td>
<td>73</td>
</tr>
<tr>
<td>41</td>
<td>S41</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>2484</strong></td>
</tr>
</tbody>
</table>

Based on the table above, the researcher calculated the result of variable x ($\sum x$) is 2484, and seeking the mean score of variable y, the higher score, and the lower score of the students’ pre-test with formula:

- $M_x = \frac{\sum x}{N} = \frac{2484}{41} = 60.6$
- The highest score = 80
- The lowest score = 40

### Table 4.2 the Result of the Students’ Post-test

<table>
<thead>
<tr>
<th>No</th>
<th>Students</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S1</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>S2</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>S3</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>S4</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>S5</td>
<td>85</td>
</tr>
<tr>
<td>6</td>
<td>S6</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>S7</td>
<td>80</td>
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<tr>
<td>8</td>
<td>S8</td>
<td>85</td>
</tr>
<tr>
<td>9</td>
<td>S9</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>S10</td>
<td>90</td>
</tr>
<tr>
<td>11</td>
<td>S11</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>S12</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>S13</td>
<td>90</td>
</tr>
<tr>
<td>14</td>
<td>S14</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>S15</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>S16</td>
<td>85</td>
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<tr>
<td>17</td>
<td>S17</td>
<td>85</td>
</tr>
<tr>
<td>18</td>
<td>S18</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
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<tr>
<td>21</td>
<td>S21</td>
<td>85</td>
</tr>
<tr>
<td>22</td>
<td>S22</td>
<td>75</td>
</tr>
</tbody>
</table>
Based on the data collected in pots-test, the researcher calculated the result of variable \( \sum y \) is 2875. Then he calculated the mean score of variable \( y \), and seeking the highest score and the lowest score of the students’ post-test with the formula:

- \( M_x = \frac{\sum x}{N} = \frac{2875}{41} = 70.1 \)
- The highest score = 85
- The lowest score = 40

2. The Comparison of the Students’ Pre-test and Post-test

After getting the data, the researcher analyzed it by using statistic calculation of test formula.

Table 4.3 the result of the students’ English pre-test and post-test

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test (x)</th>
<th>Post-test (y)</th>
<th>( D=(y-x) )</th>
<th>( D^2=(y-x) )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>57</td>
<td>55</td>
<td>-2</td>
<td>4</td>
</tr>
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<td>2</td>
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<td>3</td>
<td>60</td>
<td>80</td>
<td>20</td>
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</tr>
<tr>
<td></td>
<td>57</td>
<td>55</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
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<td>------</td>
<td>-----</td>
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<tr>
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<td>0</td>
</tr>
<tr>
<td>6</td>
<td>57</td>
<td>55</td>
<td>-2</td>
<td>4</td>
</tr>
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<td>57</td>
<td>75</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
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</tr>
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<td>0</td>
</tr>
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<td>85</td>
<td>8</td>
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</tr>
<tr>
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<tr>
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<td>400</td>
</tr>
<tr>
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<tr>
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<tr>
<td>23</td>
<td>63</td>
<td>55</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
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<td>26</td>
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<td>1024</td>
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<tr>
<td>27</td>
<td>57</td>
<td>75</td>
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<td>324</td>
</tr>
<tr>
<td>28</td>
<td>53</td>
<td>55</td>
<td>2</td>
<td>4</td>
</tr>
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<td>9</td>
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<td>17</td>
<td>289</td>
</tr>
<tr>
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<td>38</td>
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<td>39</td>
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<tr>
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<td>73</td>
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<td>9</td>
</tr>
<tr>
<td>41</td>
<td>57</td>
<td>60</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2484</td>
<td>2875</td>
<td>397</td>
<td>8321</td>
</tr>
</tbody>
</table>
According to the data in the table above, the researcher calculated the result of the students’ pre-test (variable x) and post-test (variable y).

The first steps was seeking the difference between variable x and y and we got it by using formula x-y=D, \( \sum D = -391 \) and \( \sum D^2 = 8321 \). After that, we seek the standard of difference between two variables (x and y) using formula as follows:

\[
SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N^2}}
\]

\[
= \sqrt{\frac{8321}{41} - \frac{(-391)^2}{41}}
\]

\[
= \sqrt{202.951 - (-9.536)^2}
\]

\[
= \sqrt{202.951 - 90.83}
\]

\[
= \sqrt{112.121}
\]

\[
= 10.58
\]

After finding the result of \( SD_D \), we can seek \( SEM_D \) (Standard Error of the Mean difference) using formula:

\[
SEM_D = \frac{SD_D}{\sqrt{N - 1}}
\]

\[
= \frac{10.58}{\sqrt{41 - 1}}
\]
After the result of SEM_D was found, we seek M_D (Mean of Difference) using formula as follows:

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

\[ = \frac{397}{41} \]

\[ = 9.682 \]

Finally, we seek t_o (Test of Hypothesis), using formula as follows:

\[ t_o = \frac{M_D}{SEM_D} \]

\[ = \frac{9.682}{1.674} \]

\[ = 5.7 \]

\[ df = (N_1 + N_2 - 2) \]

\[ = 41 + 41 - 2 \]

\[ = 80 \]

The researcher found out df is 80. From the t table (t_t), df=80 the researcher took degree of significance 5% to interpret the t_o that have been gained, that is in degree of significance 5%, t_t = 1.99

3. Hypothesis Testing

To prove the hypothesis, the data obtained from the experimental class and controlled classes are calculated by using the t-test formula with assumption as follows:

If t_o > t_t : There is a significant difference and the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.
If $t_0 < t_t$ : There is a significant difference and the alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted.

4. Data Interpretation

From the result of statistic calculation, it is obtained the value of $t_0$ is 5.7 and degrees of freedom (df) is 80.

To know whether it is significant or not, we have to look at the table in appendix I. the result of significant 5% is 1.99. So it can be concluded that $t_0 > t_t$.

The comparison between $t_0$ with $t_t$

$t_0 > t_t = 5.7 > 1.99$

It means that hypothesis of the research is accepted, or in other words, there is any effect of using SQ3R method in students’ reading descriptive at the eighth grade of SMPN 17 Depok in Academic year 2013-2014.
CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

According to the research of the analysis of the research, it shows that the value of “t₀” is bigger than the value of “t₁” (t₀:t₁ = 5.7 > 1.99). So, the implementing of SQ3R method in students’ reading descriptive text gave the significant difference to the eighth grade students of SMPN 17 Depok in academic year 2013-2014.

B. Suggestions

Based on the research, the researcher gives some suggestions as follows:

1. It is that the teacher can implement SQ3R method in a classroom properly, so the students can understand the material well.

2. The teacher should promote active learning in English teaching learning process so the students will easy and fun to learn new knowledge.

3. The teacher had better to use SQ3R method, because it can make reading text easier to be understood.
BIBLIOGRAPHY


APPENDIX 1: The Calculation of Validity

Table of analysis item for the calculation of validity test

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Nama Sekolah : SMPN 17 Depok
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Standar Kompetensi : Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 1. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk descriptive, recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive.
Tema : Animals and The Seven Wonders
Jenis Teks : Descriptive.
Aspek/skill : Reading
Alokasi Waktu : 4x40 menit (2 pertemuan)
Pertemuan : Pertama & Kedua
Tujuan Pembelajaran : Setelah mempelajari materi pada pertemuan kali ini, Siswa diharapkan memahami teks melalui metode SQ3R.

I.  Indikator :
a. Siswa diberikan penjelasan tentang SQ3R yang akan digunakan untuk teks.

b. Siswa mampu menggunakan metode SQ3R dalam memahami isi teks dan mampu menjawab pertanyaan dengan benar.

II. Karakter yang diharapkan
- Antusias
- Percaya diri
- Aktif
- Jujur

III. Materi Pembelajaran
- Teks descriptive.
- Metode SQ3R (Survey, Question, Reading, Recite, and Review)

IV. Langkah-langkah Kegiatan Pembelajaran:
A. Pertemuan Pertama:
   1. Kegiatan Awal
      - Apersepsi
      - Motivasi
   2. Kegiatan Inti
      - Guru memberi tahu materi yang akan dipelajari adalah reading text melalui metode SQ3R.
      - Guru menjelaskan secara singkat tentang metode SQ3R.
      - Guru menyebutkan sebuah judul teks tanpa memberikan isi teks terlebih dahulu.
      - Siswa diminta untuk menggunakan metode Survey untuk menentukan Main idea teks melalui judul yang diberikan oleh guru.
      - Siswa diminta mengubah judul teks tersebut ke dalam sebuah pertanyaan menggunakan metode Question.
      - Siswa diberikan seluruh isi teks tersebut dan menjawab pertanyaan yang dibuat melalui question untuk menemukan detailed information dari teks.
      - Siswa diminta untuk menemukan unfamiliar words melalui metode Reading.
• Siswa diminta untuk menutup teks tersebut sambil menyebutkan informasi apa yang ada di dalam teks dengan menggunakan teknik Recite.
• Guru bersama-sama siswa menggunakan teknik Review pada teks untuk menemukan tujuan dari teks tersebut secara tersirat.
• Siswa lalu mengerjakan soal-soal berdasarkan teks tersebut.

3. Kegiatan Penutup
• Guru merangkum dan memberikan kesimpulan terhadap materi yang telah dipelajari.
• Guru menanyakan siswa manfaat dari pentingnya materi tersebut.
• Siswa diminta untuk mempelajari materi di rumah.

B. Pertemuan Kedua
1. Kegiatan Awal
• Apersepsi
• Motivasi

2. Kegiatan Inti
• Guru memberikan post-test untuk mengetahui pencapaian dan perkembangan siswa dalam memahami materi reading

3. Kegiatan Penutup
• Guru menutup pertemuan dengan memberikan kesimpulan terhadap tes yang telah dikejakan oleh siswa.

V. Alat/Sumber Belajar:
a. Lingkungan kelas
b. Teks-teks descriptive, recount, dan narrative

VI. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
</table>
| 1. Siswa mampu menemukan letak Main Idea | Tes tulis | Pilihan ganda | “… and deep valleys, clean rivers and cold lochs.”
<p>|                                 |                 |                 | What does the underlined word |</p>
<table>
<thead>
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<th>No.</th>
<th>Tugas Siswa</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td>Siswa mampu menemukan <em>detailed information</em></td>
</tr>
<tr>
<td>3</td>
<td>Siswa mampu mengartikan <em>unfamiliar words</em></td>
</tr>
<tr>
<td>4</td>
<td>Siswa mampu mengerti penggunaan <em>reference</em></td>
</tr>
<tr>
<td>5</td>
<td>Siswa mampu menemukan <em>implied information</em></td>
</tr>
</tbody>
</table>

**Pilihan: mean?**
- A. Plains
- B. River
- C. Valley
- D. Island

---

Mengetahui:

Kepala Sekolah SMPN 17 Depok  
Sokhani, M. Pd.  
NIP. 196310191984121001

Guru Bahasa Inggris,  
Eldi Mardiansyah  
Cinere, 15 Oktober 2013
### RENCANA PELAKSANAAN PEMBELAJARAN

**Nama Sekolah** : SMPN 17 Depok  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII/2  

#### Standar Kompetensi
- Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

#### Kompetensi Dasar
1. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *descriptive*, *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

#### Tema
- Animals and Fruits

#### Jenis Teks
- Descriptive.

#### Aspek/skill
- Reading

#### Alokasi Waktu
- 4x40 menit (2 pertemuan)

#### Pertemuan
- Pertama & Kedua

#### Tujuan Pembelajaran
- Setelah mempelajari materi pada pertemuan kali ini, siswa diharapkan memahami teks melalui metode SQ3R.

### VII. Indikator :

**c.** Siswa diberikan penjelasan tentang SQ3R yang akan digunakan untuk teks.
d. Siswa mampu menggunakan metode SQ3R dalam memahami isi teks dan mampu menjawab pertanyaan dengan benar.

VIII. Karakter yang diharapkan
- Antusias
- Percaya diri
- Aktif
- Jujur

IX. Materi Pembelajaran
- Teks descriptive.
- Metode SQ3R (Survey, Question, Reading, Recite, and Review)

X. Langkah-langkah Kegiatan Pembelajaran:
C. Pertemuan Pertama:
4. Kegiatan Awal
   - Apersepsi
   - Motivasi
5. Kegiatan Inti
   - Guru memberi tahu materi yang akan dipelajari adalah reading text melalui metode SQ3R.
   - Guru menjelaskan secara singkat tentang metode SQ3R.
   - Guru menyebutkan sebuah judul teks tanpa memberikan isi teks terlebih dahulu.
   - Siswa diminta untuk menggunakan metode Survey untuk menentukan Main idea teks melalui judul yang diberikan oleh guru.
   - Siswa diminta mengubah judul teks tersebut ke dalam sebuah pertanyaan menggunakan metode Question.
   - Siswa diberikan seluruh isi teks tersebut dan menjawab pertanyaan yang dibuat melalui question untuk menemukan detailed information dari teks.
   - Siswa diminta untuk menemukan unfamiliar words melalui metode Reading.
• Siswa diminta untuk menutup teks tersebut sambil menyebutkan informasi apa yang ada di dalam teks dengan menggunakan teknik *Recite*.
• Guru bersama-sama siswa menggunakan teknik *Review* pada teks untuk menemukan tujuan dari teks tersebut secara tersirat.
• Siswa lalu mengerjakan soal-soal berdasarkan teks tersebut.

6. Kegiatan Penutup
• Guru merangkum dan memberikan kesimpulan terhadap materi yang telah dipelajari.
• Guru menanyakan siswa manfaat dari pentingnya materi tersebut.
• Siswa diminta untuk mempelajari materi di rumah.

D. Pertemuan Kedua

4. Kegiatan Awal
• Apersepsi
• Motivasi

5. Kegiatan Inti
• Guru memberikan *post-test* untuk mengetahui pencapaian dan perkembangan siswa dalam memahami materi *reading*.

6. Kegiatan Penutup
• Guru menutup pertemuan dengan memberikan kesimpulan terhadap tes yang telah dikejakan oleh siswa.

XI. Alat/Sumber Belajar:

  c. Lingkungan kelas
  d. Teks-teks descriptive, recount, dan narrative

XII. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
</table>
| 6. Siswa mampu menemukan letak *Main Idea* | Tes tulis | Pilihan ganda | 1. What does this text tell us about?  
A. To describe about durian.  
B. To tell about the taste of durian. |
7. Siswa mampu menemukan detailed information
8. Siswa mampu mengartikan unfamiliar words
9. Siswa mampu mengerti penggunaan reference
10. Siswa mampu menemukan implied information

C. To explain how to choose good durian.
D. To show that durian is “The King of Fruit”.

Mengetahui:

Kepala Sekolah SMPN 17 Depok
Sokhani, M. Pd.
NIP. 196310191984121001

Guru Bahasa Inggris,
Eldi Mardiansyah

Cinere, 11 November 2013
APPENDIX 3: An Example of the Text

THE GREAT WALL OF CHINA

The Great Wall of China is a series of fortifications made of stone, brick, tamped earth, wood, and other materials, generally built along an east-to-west line across the historical northern borders of China in part to protect the Chinese Empire or its prototypical states against intrusions by various nomadic groups or military incursions by various warlike peoples or forces. Several walls were being built as early as the 7th century BC; these, later joined together and made bigger, stronger, and unified are now collectively referred to as the Great Wall. Especially famous is the wall built between 220–206 BC by the first Emperor of China, Qin Shi Huang. Little of that wall remains. Since then, the Great Wall has on and off been rebuilt, maintained, and enhanced; the majority of the existing wall was reconstructed during the Ming Dynasty.

Other purposes of the Great Wall have included border controls, allowing the imposition of duties on goods transported along the Silk Road, regulation or encouragement of trade and the control of immigration and emigration. Furthermore, the defensive characteristics of the Great Wall were enhanced by the construction of watch towers, troop barracks, garrison stations, signaling capabilities through the means of smoke or fire, and the fact that the path of the Great Wall also served as a transportation corridor.

The Great Wall stretches from Shanhaiguan in the east, to Lop Lake in the west, along an arc that roughly delineates the southern edge of Inner Mongolia. A comprehensive archaeological survey, using advanced technologies, has concluded that the Ming walls measure 8,850 km (5,500 mi). This is made up of 6,259 km (3,889 mi) sections of actual wall, 359 km (223 mi) of trenches and 2,232 km (1,387 mi) of natural defensive barriers such as hills and rivers. Another archaeological survey found that the entire wall with all of its branches measure out to be 21,196 km (13,171 mi)
APPENDIX 4: Blueprint of Pre-test

Scotland

A lot of people think that Scotland is a part of England but this is untrue. Scotland is, in fact, a part of Great Britain. It is governed from London but in many ways it is a separate nation. It has its own capital city, Edinburgh, its own laws and its own stamps. It even has its own language, Gaelic, spoken now by only a few people in the islands.

There are only about five million Scots, and most of them live in the southern half of the country called ‘Lowlands’, where the major cities are situated.

But most holiday visitors to Scotland go to the Highlands because of the high mountains and deep valleys, clean rivers and cold ‘lochs’. The Highlands are home to many rare birds and animals, like the golden eagle and the wildcat, which are found nowhere else in Britain. It is a wild and empty land. Only two per cent of the British population live there and the population is getting smaller all the time. There is very little work so most of the young people who are born there have to move south to find a job. Perhaps the Highlands of Scotland will become the last great wilderness of Europe.

1. The text tells us about ….
   A. Scotland as a nation
   B. Highlanders in Scotland
   C. Rare animals in Scotland
   D. The population in Scotland

2. Why is the Highland going to be the last of the great wilderness of Europe?
   A. It’s a favorite place in Scotland.
   B. It’s home to rare birds and animals.
   C. It’s a wild and empty land.
   D. It’s high mountain and deep valley

3. “… and deep valleys, clean rivers and cold lochs.”
   What does the underlined word mean?
   E. Plains
   F. River
   G. Valley
   H. Island

4. “…the young people who are born there have to move south to find a job.”
   The word underlined refers to ….
   A. Europe
   B. Scotland
Michael Jordan
If you are a sports fan, you are sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

5. Why is he famous?
   A. He is handsome.
   B. He gives charity.
   C. Sports fans know him.
   D. The author admires him.

6. What is the main idea of the third paragraph?
   A. Michael Jordan is handsome.
   B. Everyone dreams to be Michael Jordan.
   C. His playing ability is great.
   D. Michael Jordan has great personality.

7. The word outstanding in “His personality, too, is as outstanding as his playing ability” means...
   A. Great.
   B. Warm.
   C. Famous.
   D. Determined.

8. The text indicates that the writer is...
   A. Michael Jordan’s son.
   B. Michael Jordan’s fan.
   C. Michael Jordan’s coach.
   D. Michael Jordan himself.
Rafflesia

Rafflesia can be found in the forests of Malaysia, Southern Thailand, Sumatra and Java. But, Rafflesia flowers are fairly hard to locate. It is especially difficult to see them in bloom. Its buds take up to 10 months to develop while its blossom lasts for just a few days. Rafflesia has brownish, scale like leaves and fleshy, smelling flowers of various sizes, from few inches to meter big in diameter. We usually notice its large fleshy flowers. There is a deep well in the centre of the flowers. The sexual organs are located beneath the rim of the disk. Male and female flowers are separate. The reddish brown colors of the petals, sprinkled with white freckles produce unpleasant stench, similar to rotting flesh. This would attract flies and insects which help disperse the seeds. Rafflesia is parasite, which means it takes the nutrient out of its host.

9. The text mainly describes… of Rafflesia
   A. The Location
   B. The Petals
   C. The Sexual Organs
   D. Physical Look

10. It is hard to find Rafflesia because of its…
    A. Location.
    B. Short Life.
    C. Large Size.
    D. Smell.

11. What is the unpleasant smell for?
    A. People repellent
    B. Attracting insects
    C. Attracting host
    D. Protection

12. The word “notice” in paragraph 2 means…
    A. Smell.
    B. See.
    C. Find.
    D. Locate.

Cooking and microorganisms

(We learnt that yeast is a fungus and that it is a microorganism)

Today we made Pita bread. We used yeast and flour to make it. We made the dough and then needed to knead it until it’s smooth and flat. I molded and made it to a love-heart shape. Then we cooked it under the grill for several minutes so it’s perfectly cooked. I think my Pita bread is going to be delicious.

By Putri 3/4 E.
Sung-Yow has a secret. He could paint a picture and make it come alive! This only happened when the painting was finished. Sung-Yow loved to paint dragons. He left out their eyes because he didn’t want them to come alive. In this way his secret stayed a secret.

The king heard that Sung-Yow was good at painting dragons. He asked Sung-Yow to paint four dragons on a wall. In three days the painting was almost finished. The dragons looked like they could jump off the wall. They didn’t jump because Sung-Yow had left out their eyes. People came from far away to see the paintings.

“The dragons look so real,” they said.
“But where are their eyes?” they asked.
“If I dotted the eyes, the dragons would fly away,” said Sung-Yow.
Everyone laughed. No one believed him. Sung-Yow was not happy. This time he would not leave out the eyes. He painted little black dots on two of the dragons. Crash! Crack! The wall split open. Two dragons jumped off the wall. Sung-Yow went on to become a very famous artist with a very famous secret. In China when someone adds a finishing touch to a work, people might say “Draw Dragon Dot Eyes”.

15. “Their” in “But where are their eyes?” refers to…
A. People.
B. Two Dragons.
C. Four Dragons.
D. Everyone.

16. What is Sung-Yow’s secret?
A. He could paint dragons.
B. His king knows him.
C. Draw Dragon Dot Eye.
D. His painting could come alive.

17. Why was the painting almost finished? Because…
A. The dragons looked so real
B. He did not finish it
C. People were asking
D. The dragons jumped off the wall

18. What happened to the unfinished painting of two dragons?
A. Jumping off the wall
B. Remained on the wall
C. Had two dot eyes
D. Split the wall

The Raising Stars

The success of Harry Potter movies has made Daniel Radcliffe, Emma Watson, and Rupert Grint the centre of public attention. The three rising stars have grown up on screen and grown into his or her role as an actor. Daniel Jacob Radcliffe was born in Fulham, London, and 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Emma Charlotte Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother and younger brother Alexander to Oxford, England. Emma has wavy brown hair. Her height is 165 cm. She is an openhanded, friendly, and determined person. She also said that she is a little bit stubborn. Emma loves dancing, singing, tennis and art.

Rupert Alexander Grint was born in Hertfordshire, England, 24 August, 1988. His nickname is Rupert. He is the oldest son of Nigel Grint and Jo Parsons. Rupert has bright red hair. His height is 180 cm. He is an active and humorous person. He is also very humble. However, he is the shyest of the three Harry Potter co-stars. Rupert is arachnophobia. It means that he is afraid of spiders. He likes all kinds of music, but his favorite is classic rock and roll. His favorite school subject is Chemistry. These Hogwarts trio have been really great associates, not only on screen but also in real life. Their secret of friendship is that they always understand each other although they have different backgrounds and personalities.

19. What is the text about?
A. The life of Harry Potter stars
B. The making of Harry Potter movies
C. The success of Harry Potter series
D. The description of the stars of Harry Potter
20. “She is an openhanded, friendly, and determined person.” The underlined word is similar in meaning with…
A. Generous.
B. Grateful.
C. Wealthy.
D. Mean.

21. From the text we know that the three rising stars are…
A. Good friends.
B. Only good while on screen.
C. Jealous with each other.
D. Not willing to help each other.

**Gontor 5**

Gontor 5 is a school located in Kandangan, Pare, Kediri, East Java. On its 4th age, the institution, inhabited by 529 students and 65 teachers, directed by Mr. H. Agus Mulyana, S.Ag., always develops and keeps its existence. It is a boarding school. All students live in dormitories. So, they do everything together. Students get up early in the morning and do their dawn prayer. Then they take a bath and have breakfast together. Before the morning classes start, they return to their bedroom to make the beds and clean the rooms. After school they usually do sports or other extracurricular activities. In the evening they have dinner together. Then they prepare themselves for the next day. Some of them do their homework and others study or read books. Before they go to bed, they have time to relax. They chat with their friends or read magazines.

22. From the text we know that the students of Gontor 5 are…
A. Lazy and slow.
B. Active and independent.
C. Reactive and rebellious.
D. Irresponsible and enthusiastic.

23. What is the main idea of the last paragraph?
A. Students’ extracurricular activities in the morning.
B. Students have many activities in the evening.
C. Students do their homework in the evening.
D. Students chat with their friend before going to bed.

**Mahogany**

In the natural rainforest, Mahogany is a very large canopy tree, sometimes reaching over 150 feet in height, with trunks sometimes more than 6 feet in diameter above a large basal buttress. It is a generally open-crowned tree, with gray to brownish-red fissured bark. Mahogany is perhaps the most valuable timber tree in the whole of Latin America and has been heavily exploited for most of this century. Mahogany is becoming increasingly rare, and is already extinct in parts of its original range.
It is listed as threatened in "Arboles Maderables en Peligro de Extinción en Costa Rica" and is listed in CITES Appendix III. Mahogany varies from yellowish, reddish, pinkish, or salmon colored when freshly cut, to a deep rich red, to reddish brown as the wood matures with age. Mahogany is fine to medium texture, with uniform to interlocking grain, ranging from straight to wavy or curly. Irregularities in the grain often produce highly attractive figures such as fiddle back or mottle. Mahogany polishes to a high luster, with excellent working and finishing characteristics. It responds well to hand and machine tools, has good nailing and screwing properties, and turns and carves superbly. Mahogany is regarded by many as the world's premier wood for fine cabinetry, high-class furniture, trimming fine boats, pianos and other musical instruments, sculpture, joinery, turnery, figured and decorative veneer, interior trim, and carving.

24. “… and is already extinct in parts of its original range.

The underlined word means…

A. Survive
B. Vanish
C. Stay alive
D. Uncommon

Close Friend

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her. Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance. She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

25. “She really has perfect appearance.”

The word “she” refers to …

A. The writer.
B. A close friend.
C. The writer’s friend.
D. A blowfish woman’s shoes.

My Beloved Bag

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I’ve spent much money on a bag and I don't regret it. The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder
strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket-sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

26. What makes the small items of the writer not falling down in the bag?
   A. The satisfying bag
   B. Her laptop backpack
   C. A pocket-sized wallet
   D. The pockets inside the bag

27. “I've spent much money on a bag and I don't regret it”.
   The underlined word refers to … the bag.
   A. Having
   B. Seeing
   C. Buying
   D. Loving

28. What is the main idea of the last paragraph?
   A. The writer has a new bag.
   B. The bag is very functional.
   C. The bag has many pockets.
   D. The writer is satisfied with the bag.

Mango Squash
This mango smoothie tastes great, is low in fat and will give you a healthy immune system. Give it a try. A refreshing drink is for all occasions. Appreciate our Mango Smoothie. Slice a large ripe mango in half. Cut horizontal and vertical lines across each of the pieces in a grid effect. Then turn the skin inside out to reveal equal sized chunks. Slice these chunks off the skin with the knife. Afterwards, pour 250 milliliters of yogurt and 150 milliliters of milk into a blender. Next add the mango, followed by 8 ice cubes. Put the lid on firmly, and blend until the mixture is smooth, or the consistency you desire. If the smoothie is too thin, add 1/2 a banana and blend again. This will also make it sweeter. Finally, pour into a glass, drop in a couple of straws and serve.

29. “Afterwards, pour 250 milliliters of yogurt and 150 milliliters of milk into a blender.”
   The underlined word means ….
   A. Add
   B. Mix
   C. Empty
   D. Serve

Little Brother, Little Sister
Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said: ‘I’m so thirsty. Let’s find a spring and have a drink.’

However, as the young boy bent down to drink, his sister heard a voice which said: ‘Who drinks from me will turn into a fawn.’ It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of her belt, and led the fawn off into the woods. There they found an abandoned cottage and lived together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once. He asked her to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch’s evil spell, and they lived safely and happily with the king for ever after.

30. “There, the king followed it into the cottage.”

The word it refers to is ...
A. Cottage
B. Fawn
C. Wood
D. Home
Durian is classified as Durio zibethinus. It is native to Southeast Asia. Durian is known as "King of Fruit". It is not only the most expensive fruit but also the most controversial fruit. It is only fruit which banned from airlines cabins, hotels and some public transport.

The durian tree is large and very tall. It can grow up to 25-50 meters and it has green elliptic leaves. A durian tree usually can bear fruit after four or five years. The durian fruit, which can hang from any branches, matures in about three months after pollination. The fruit can grow 30 centimeters long and 15 centimeters in diameters. The husk is covered with sharp thorns. The color of the husk ranges from green to brown. The flesh is pale yellow. It is very soft but not juicy. When it is ripe, it tastes sweet and smells very strong.

Durian contains a lot of sugar, vitamin C, and potassium. Durian is also a good source of carbohydrates, proteins, and fats. Durian is usually eaten fresh. Sometimes it is also cooked to make "dodol" or jam.

Durian used to be grown from seed, but now it is propagated by grafting.

1. What does this text tell us about?
   E. To describe about durian.
   F. To tell about the taste of durian.
   G. To explain how to choose good durian.
   H. To show that durian is “The King of Fruit”.

2. Why is durian call as “King of Fruit”? Because
   A. It is native to Southeast Asia
   B. It is the most expensive and controversial fruit.
   C. It contains a lot of sugar, vitamin C, and potassium
   D. It is banned from airlined cabins, hotels and some public transport.

3. “It can grow up to 25-50 meters and it has green elliptic leaves.”
   The underlined word refers to....
   A. Durian
   B. Bear fruit
   C. Durian tree
   D. King of fruit

4. A durian tree usually can bear fruit after four or five years.
The underlined word has the same meaning as the word...
A. Produce
B. Harvest
C. Plant
D. Grow

5. The following statements are right, except....
A. A durian trees can produce fruit monthly.
B. Durian is a King of Fruit.
C. Durian is the most expensive fruit in the world.
D. A durian trees is huge and tall.

Jellyfish

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all.

Jellyfish have stomachs and mouths, but no heads. They have nervous systems for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat. Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near the North and South poles.

6. What is the main idea of the text?
A. The life of jellyfish
B. Kinds of jellyfish
C. All invertebrate animal
D. Some kinds of sea animals

7. Which one creates Jellyfish’s light?
A. White blood
B. Nervous system
C. Chemical reaction
D. Salt water.

8. “Some jellyfish can glow in darkness by making their own light.” (paragraph 3) The word “glow” in the sentence means …
A. Move
B. Produce
C. Appear
9. “They are made almost entirely of water, which is why you can look through them.”
The underlined word refers to....
A. Fish
B. Jellyfish
C. Animals
D. Scientists

10. Which one is TRUE about the jellyfish based on the text?
A. They belong to invertebrate animals.
B. They have heads like other animals.
C. Their brain helps them find the food.
D. They cannot live in freshwater.

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Storms of the North Atlantis Ocean

Hurricanes generally occur in North Atlantis from May through November, with the peak of hurricanes season in September; only rarely will they occur from December through April in that part of the ocean. The main reason for the occurrence of a hurricane during this period is that the temperature on the water’s surface is at its highest.

Of the tropical storms that occur each year in the North Atlantis, only about five, on the average, are powerful enough to be called hurricane, a tropical storm must have winds reaching speeds at least 117 kilometers per hour, but the winds are often much stronger than that; the winds of intense hurricanes can easily surpass 240 kilometers per hour.

11. What is the main idea of the text?
A. How many hurricanes occur each year
B. The strength of hurricanes
C. The weather in the North Atlantis
D. Hurricanes in one part of the world

12. When do hurricanes generally occur in North Atlantis?
A. At a month
B. From May through November
C. From May through December
D. From June through October

13. ...only about five, on the average, are powerful enough to be called hurricane...
The word “powerful” in the sentence means…
A. Strength
B. Good
C. Strong
D. Big

14. “…a hurricane during this period is that the temperature on the water’s surface is at its highest. (paragraph 1)"
The word “its” in the sentence refers to…
A. Hurricane
B. Storm
C. Water
D. Temperature

15. Which one is TRUE about the jellyfish based on the text?
A. A hurricane occurs every time in Atlantis.
B. Tropical storm occurs in North Atlantis only.
C. A hurricane is kinds of storms.
D. Hurricanes occur in North Atlantis and South Atlantis.

**PANDA**

Many people have known this tame and cute animal called panda. Pandas are mammals. They are tame animal and they are kind of raccoon. Originally, pandas lived in South and East China and parts of Myanmar and Vietnam. Today, pandas are found in six isolated forest areas in Sichuan, Gansu, and Shaanxi provinces in China. Pandas live in high mountainous areas, usually from 2,700 to 3,700 meters (8,500 to 11,500 feet) above sea level, that have natural forested areas with fir, spruce, and bamboo.

Pandas have a white coat with black fur around their eyes, on their ears, muzzle, legs and shoulders. Its weigh about 100-150kg. Many people think that the pandas only eat stems, leaves and bamboo, but it will also eat berries, fruit, flowers, fungi, grass and insects. It also eats flowers like crocuses and irises which grow in its mountain habitat. In the wild it will also catch fish and hunt small birds and rodents, like bamboo rats. This is not enough to live on, though, so it mainly eats various species of bamboo. Pandas have claws to protect their selves from danger.

They can also swim and climb trees. But when panda have a defense it can certainly fight back. Giant pandas will display aggression by lowering their heads and staring directly at the opponent. Because of its size and strength, a panda is a potentially frightful and awesome beast. But its clumsy and uncoordinated ways make it an awkward and defensive creature. It fumbles along, pigeon-toed, in an ungraceful, diagonal walk. It is rarely urged from this lumbering pace. Only a young panda, or a panda in desperate flight, will venture to climb a tree. And once it has reached the top, it becomes an even greater task to get down.
Despite its aloof manner and clumsiness, the giant panda has won a reputation as a loving and adorable creature. With its big, furry head, gentle, flat face, and dark-ringed, sad-eyes, the giant panda is irresistible. Its lopsided movements and its timidity have endeared it to countless friends and admirers at zoos around the world.

16. What is the main idea of the text?
   A. The information about panda
   B. The food of panda
   C. Panda can be a pet
   D. The characteristic of panda

17. In the wild, Panda will also eat…
   A. Grass
   B. Flower
   C. Bamboo
   D. Fish

18. “But when panda have a defense it can certainly fight back.” (paragraph 3)
The word “defense” in the sentence means…
   A. Attacking
   B. Protection
   C. Fighting
   D. Striking

19. “Its weigh about 100-150kg.” (paragraph 1)
The word “its” refers to….
   A. Raccoon
   B. Shoulder
   C. Panda
   D. Muzzle

20. The following statements are right, except….
   A. Panda is a tame animal
   B. Panda is omnivore
   C. Panda can swim
   D. Panda can live at valley.