

**The Effect of SQ3R and Translation Technique in  
Teaching Reading on the Reading Comprehension  
Achievement of Senior High School Students  
A THESIS**

**In Partial Fulfillment of the Requirement  
for the Sarjana Pendidikan Degree  
in English Language Teaching**



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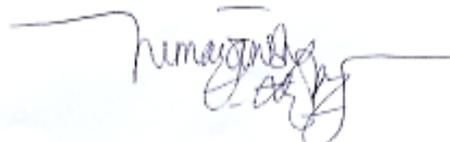
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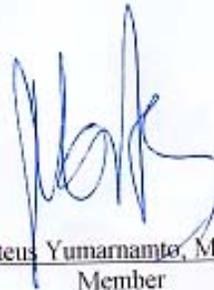
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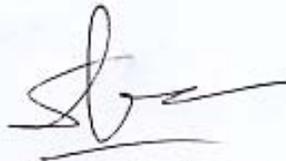
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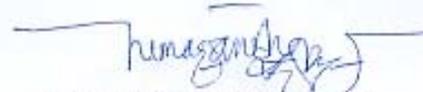
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The Writer



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## Abstract

Fendy, Rendy. 2007. **The Effect of SQ3R and Translation Technique in Teaching Reading on the Reading Comprehension Achievement of Senior High School Students.** S1 Thesis. The English Department, Faculty of Teacher Training and Education Widya Mandala Surabaya Catholic University. Advisor: 1. Dr. Agustinus Ngadiman. 2. Drs. B. Himawan S.W., M. Hum.

English nowadays is considered to be the most important language among other foreign languages and it is also a tool to communicate both spoken and written. In this globalization era, many foreigners come to work in Indonesia. They will use English when they communicate with others because they consider it as an international language. People use English in every field such as in trade, engineering, politics, and many more. Considering this condition, the government considers that the mastery in English is a must. That's why the government put English as a compulsory subject in curriculum based competence.

In order to improve the English proficiency, the students should read a lot. Because through reading, they can expand their knowledge. The problem is sometimes they do not understand whether they have full understanding of the text or not. Therefore, to improve their ability in comprehending the text, English teacher should teach them using appropriate technique. In this study, the writer used two techniques (SQ3R and Translation) as a tool to improve the students' understanding of the text.

In this study, the writer tried to find out whether there is a significant difference between students taught using SQ3R (Survey, Question, Read, Recite, and Review) technique and those who are taught using Translation technique. The research design of this thesis was quasi experimental pre-test post-test design. The subject of this thesis is the third grade of Senior High School. The control group was taught using Translation technique while the experimental group was taught using SQ3R technique. Each group received the treatment three times. The data were collected from pre-test and post-test. Then the result was calculated using t-test technique.

The results show that there is a significant difference in the reading achievement between students taught using SQ3R and those taught using Translation technique. SQ3R helps the students comprehend the passage well. Most of them are good in doing multiple choice questions but poor when doing comprehension questions especially in summarizing. After the treatment, the results show that the students' ability in summarizing has increased as well as their recall ability.