

of these methods are equally good for improving students' reading skills.

Of the various reading methods currently being developed, the SQ3R method (Survey, Question, Read, Recite, and Review) and the PQ3R method (Practice, Question, Read, Recite, and Review) will be the focus of this research. The reason for choosing this method is because the SQ3R method and the PQ3R method have steps that are very possible to make it easier for students to understand the information contained in the text.

The SQ3R method is a learning model that guides students to understand the subject matter systematically, increases student activity and independence and makes it easier for students to learn, because this model is directed directly to the essence of the study (Jamiludin, et al, 2017). The SQ3R reading method can increase the acquisition of reading scores because this method leads students to investigate; title and subtitle, make questions, read, state the main ideas that have been read and repeat the reading (Biringkanae, 2018). The SQ3R method can be viewed from the aspect of the process in carrying out reading activities that appear to be very systematic so it is assumed that the application of the SQ3R method can improve students' reading comprehension skills. The SQ3R method is a systematic reading process which includes the Survey, Question, Read, Recite, and Review stages (Biringkanae, 2018).

In addition to the SQ3R method, the object of this research is the PQ3R method. This method is also almost the same as the SQ3R method, therefore the researcher wants to know whether the PQ3R method will have the same results as the SQ3R method. According to Sultan, et al (2018) PQ3R (prepare, question, read, recite and review). The difference lies only in the initial step. SQ3R is preceded by a survey, while PQ3R is preceded by prepare. Prepare is the initial stage in reading a book by looking at a glance at the

whole book. This stage is needed to warm up or prepare for the next stage and to explore the contents of the book.

METHOD

The method used in this research is the experimental method and the Quasi Experimental Design with the non-equivalent Control Group Design. The population in this research is Universitas Tama Jagakarsa. The samples used were English Education Department Class obtained by simple random sampling technique. The technique used is measurement with a data collection tool in the form of a reading skill test through an objective test in the form of multiple choice which totals 30 questions. The data analysis technique used in this research was 2-way ANOVA.

FINDINGS AND DISCUSSION

The research that has been carried out aims to determine the reading skills of students before being given treatment, the reading skills of students who are given the SQ3R method, the reading skills of students who are given the PQ3R method, and the differences in reading skills between students who are given the SQ3R method and the PQ3R method. The following data is the value of students' reading skills before being given treatment in each class. The details about the results of the pre-test (student reading skills) before being given treatment are as follows.

Description	Grade			
	Grade X		Grade XI	
	Score	100%	Score	100%
The highest score	26	86.667	25	83.333
Lowest Value	9	30	12	40
Average	19.516	65.054	20.81	69.365
Median	20	66.667	21	70
mode	19	63.333	25	83.33

Variant	22.25 8	247.31 2	10.93 8	121.5 4
Baku Devi	4.718	15.726	3.307	11.02

Based on the research data obtained, for the value of students' reading skills given the SQ3R learning method, the highest score was 27 and the lowest was 16. Mean (average score) 22.097; median(middle value) 22; mode (the score that has the most frequency) 26; the variance of this data is 10.824; and standard deviation of 3.290. These statistical prices are more fully described in the following table.

Description	Score	100%
The highest score	27	90
Lowest Value	16	53.333
Average	22.097	73.656
Median	22	73.333
mode	26	86.667
Variant	10.824	120.263
Baku Devi	3.290	10.966

Based on the research data obtained, for the value of students' reading skills given the PQ3R learning method, the highest score was 28 and the lowest was 18. Mean (average score) 22.405; median(middle value) 22; mode (the score with the most frequency) 24; the variance of this data is 6.881; and a standard deviation of 2.623. These statistical prices are more fully described in the following table.

Description	Score	100%
The highest score	28	93.333
Lowest Value	18	60
Average	22.405	74.683
Median	22	73.333
mode	24	80
Variant	6.881	76.455
Baku Devi	2.623	8.744

Based on the research data obtained, for the value of the reading skills of control class students, the highest score was 26 and the lowest was 14. Mean (average score) 20.476; median(middle value) 20; mode (the score that has the most frequency) 19; the variance of this

data is 11.816; and standard deviation of 3.438. These statistical prices are more fully described in the following table.

Description	Score	100%
The highest score	26	86.667
Lowest Value	14	46.667
Average	20.476	68.254
Median	20	66.667
mode	19	63.333
Variant	11.816	131.294
Baku Devi	3.438	11.458

The normality test was carried out to find out whether the data in this study were normally distributed or not. In this study, the intended data is variable data on students' reading skills in the experimental class, namely class C Afternoon using the SQ3R method and C Morning using the PQ3R method, and in the control class, namely class B Afternoon which was not given treatment. testing the normality of this data is done with the Lilliefors technique. This data analysis uses the help of the SPSS program. The results can be seen in the following table.

Faktor		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sign.	Statistic	Df	Sign.
students' reading skills	Eksperimen SQ3R	.138	31	.139	.937	31	.068
	Eksperimen PQ3R	.109	42	.200*	.966	42	.240
	Control	.120	42	.136	.952	42	.078

Based on the results of the tests that have been carried out, obtained for the experimental class SQ3R and PQ3R respectively $\rho = 0.068$ and $\rho = 0.0240$ so that $\rho > \alpha$, and for the control class obtained a significance value of $\rho = 0.078$ so that $\rho > \alpha$. Thus H_0 is accepted, so the sample comes from a normally distributed

population. With a significance level of 0.05, a summary of the results of the population variance homogeneity test using the Bartlett test and SPSS program assistance on student reading skill data is presented in the following table.

Levene Statistic	df1	df2	Sig
1.889	2	112	156

Based on the results of the population variance homogeneity test in the table above, the value of sig = 0.156 > 0.05 is obtained. This means that at a significance level of 0.05, the decision to test the homogeneity of the population variance is that the data on students' reading skills is taken from a homogeneous sample. Hypothesis testing is intended to see whether there is a significant difference in reading skills between students who are given the SQ3R method and the PQ3R method. In accordance with the hypothesis proposed, the test results will be presented below.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	87.860 ^a	2	43.930	4.509	.013
Intercept	52857.506	1	52857.506	5.425E3	.000
Kelas	87.860	2	43.930	4.509	.013
Error	1091.305	112	9.744		
Total	54920.000	115			
Corrected Total	1179.165	114			

From this model correction, it can be seen how much influence the independent variables have on the dependent variable. In this case, the independent variables are the factors that will be measured by the researcher, namely in the form of student scores from the three classes that have been researched. From the table above it can be seen based on the value (sig), if sig < 0.05, that is (0.013 < 0.05 means the model obtained is valid. The intercept value in this case is the student's score on reading skills. From the table above it can be seen based on value (sig), if the sig value < 0.05, namely (0.000 < 0.05) means that the interceptor contributes significantly. Test the average

difference based on the learning method. The hypothesis proposed is as follows:

Ho = There is no difference in the average learning outcomes of the SQ3R method, the PQ3R method, and the class without treatment.

Ha = There is a difference in the average learning outcomes of the SQ3R method, the PQ3R method, and the class without treatment.

The value used here is the probability value in the Sig column. If the probability value is > 0.05 then Ho is accepted. Conversely, if the probability value < 0.05 then Ho is rejected. Based on the output obtained a probability of 0.000. Because 0.013 < 0.05 then Ho is rejected and Ha is accepted. Thus, using a significance level of 0.05, it can be concluded that there is an average difference in learning outcomes from the SQ3R method, PQ3R method, and classes without treatment. This interaction test aims to determine whether there is a significant effect between the scores of students' reading skills from the three class. Hypothesis:

Ho: there is no significant interaction between the scores of students' reading skills from the three classes.

H1: there is an interaction between the scores of students' reading skills from the three classes.

Decision-making:

If F count < F table or sig value > 0.05, then Ho is accepted

If F count > F table or sig value < 0.05, then Ho is rejected, so H1 is accepted.

Decision:

From the table above it can be seen that the calculated F value is 4.509 and the F table is 3.08 (F table attached) or the significant value obtained from the table is 0.013. So it can be concluded: H1 is accepted and there is an interaction

between the scores of students' reading skills from the three classes.

From the table above it can be seen that the calculated F value is 4.509 and F table is 3.08 (F table attached) or the significant value obtained from the table is 0.013. So it can be concluded: H1 is accepted and there is an interaction between the scores of students' reading skills from the three classes.

These results indicate that there is a difference in the average reading skills of students. In this case the X class that was given the treatment got the percentage value and the category was Good. While class A which was not given treatment got an average score in the Enough category.

CONCLUSION

Based on the research that has been done, it can be concluded that (a) the reading skills of students before being given treatment were classified as sufficient, (b) the reading skills of students who were given the SQ3R method were classified as good, (c) the skills of students who were given the PQ3R method were classified as good, (d) there was no significant difference between students who were given the SQ3R method and students who were given the PQ3R method.

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