
SQ3R STRATEGY IN TEACHING READING**Oleh****Luh Widiani****Sekolah Tinggi Pariwisata Mataram****Email: iluhwidhi29@gmail.com**

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Abstract: *This research was aimed: To find out significant effect of using SQ3R in teaching reading at the eighth-grade students of SMPN 1 Buer. The kind of this research was quantitative research. The sample of this research was the eighth-grade students of SMPN 1 Buer that consist of 60 students. The instrument of collecting data used test which was 25 multiple choice items. In this research, the researcher gave a treatment and prepared a test in form of multiple choices to look for the effect of using SQ3R strategy. The result of the data analysis indicated that the students of SMPN 1 Buer attained high score on the post test for experimental group who were treated by using SQ3R strategy. It was provable that t-test was higher than t-table, which was the value of t-test was 1.733 and t-table in df 0.05 was 1.671. It means that the use of SQ3R strategy gave a significant effect in teaching reading at the eighth-grade students of SMPN 1 Buer. It was proven by the lowest and highest score in pre-test for experimental group, they were 28 and 60 and posttest were 32 and 72. For the control group in the pre-test gained the lowest and the highest score were 28 and 60 and posttest in lowest and highest scores were 28 and 60. Then, the result of hypothesis testing that the alternative hypothesis was accepted. In other words that teaching reading using SQ3R strategy at the eighth-grade students of SMPN 1*

PENDAHULUAN

Gunung Sasak adalah kawasan hutan lindung yang berada di wilayah administratif Kecamatan Kuripan, dan Kecamatan Gerung dan berada pada ketinggian 370 meter dpl. Gunung Sasak yang namanya sesuai dengan nama suku asli yang mendiami Pulau Lombok ini dikelilingi hamparan persawahan yang subur dengan lereng dipenuhi tumbuhan perdu dan bambu kuning. Sejatinya objek wisata Gunung Sasak memiliki peluang yang cukup besar untuk dikembangkan menjadi salah satu daya tarik wisata di bumi Patut Patuh Patju itu.

Potensi pariwisata yang dimiliki Gunung Sasak salah satunya adalah peninggalan budaya Hindu-Islam berupa prasasti yang berbentuk bangunan bebatuan yang biasa umat Hindu pergunakan sebagai tempat persembahyangan atau di sebut pura (Pura Khayangan), dan bukan hanya orang Hindu saja yang datang mengunjungi akan tetapi banyak masyarakat

muslim menjadikannya sebagai tempat bertafakkur atau berserah diri pada sang Pencipta yang biasa mereka sebut adalah Pedewaq. Prasasti ini terletak di puncak Gunung Sasak melalui pintu masuk dari Desa Kuripan Selatan.

Di sekitaran wilayah Gunung Sasak terdapat 3 Desa di Kecamatan Kuripan yakni Desa Kuripan Induk, Desa Kuripan Selatan dan Desa Kuripan Giri Sasak masing-masing desa mempunyai potensi wisata berupa seni kerajinan, wisata camping (perkemahan), panjat tebing dan kondisi geografis yang berupa hamparan sawah yang hijau dan perbukitan pegunungan yang mendukung untuk melakukan kegiatan wisata seperti hiking, bersepeda dan lain-lain.

Desa Kuripan tempo dulu adalah satu wilayah kesatuan masyarakat yang dimulai dengan nama Pamusungan yang dipimpin oleh seorang Pamusung. Nama Desa "Kuripan" diambil dari nama sebuah Kerajaan yang ada di Pulau Lombok, yaitu Kerajaan Kahuripan. Kerajaan Kahuripan terpusat di Desa Kuripan. Hal ini terbukti dari adanya situs-situs sejarah yang masih ada sampai sekarang yaitu antara lain; Situs Makam Raja Kahuripan di Karang Makam, Situs Makam Patih Seketeng di Tongkek, Situs Makam Patih Nuraksi dan Nurakse di Makam Inder Gecek Pelabu, dan Makam Pangeran Kelungkung yang masuk Islam di Pedewa' Pelabu. Desa Kuripan di kawasan Gunung Sasak dulunya adalah satu kesatuan dengan 2 desa yang ada sekarang yakni Desa Kuripan selatan dan Desa termudanya Desa Kuripan Giri Sasak.

Dari sekian banyak potensi wisata alam yang ada di kawasan Gunung Sasak termasuk prasasti yang di miliki, masyarakat yang berada di kaki Gunung Sasak memiliki peran yang sangat penting untuk mengembangkan potensi alamnya. Masyarakat merupakan salah satu stakeholder dalam dunia pariwisata yang mempunyai sumber daya yang dimiliki, berupa adat istiadat, tradisi dan budaya, serta kedudukannya sebagai tuan rumah. Selain itu masyarakat juga sekaligus dapat berperan sebagai pelaku pengembangan pariwisata sesuai dengan kemampuan yang mereka miliki. Hal tersebut menunjukkan bahwa kedudukan masyarakat yang memiliki peran yang strategis dalam upaya pengembangan pariwisata di suatu daerah.

Pokdarwis merupakan salah satu unsur pemangku kepentingan yang berasal dari masyarakat yang tentunya memiliki peran strategis dalam mengembangkan serta mengelola potensi kekayaan alam dan budaya yang dimiliki suatu daerah untuk menjadi daerah tujuan wisata. Peran dari Pokdarwis adalah sebagai penggerak sadar wisata dan Sapta Pesona di lingkungan daerah wisata, untuk meningkatkan pemahaman kepariwisataan, meningkatkan peran dan partisipasi masyarakat dalam pembangunan pariwisata, dan mensukseskan pembangunan pariwisata. Maka dari itu dengan adanya Pokdarwis di suatu daerah tentunya dapat mendorong dalam membangun, mengembangkan dan memajukan kepariwisataan dan dapat bermanfaat bagi kesejahteraan masyarakat daerah tersebut.

Dari tiga Desa yang ada di kawasan Gunung Sasak Peneliti memfokuskan penelitian kepada Pokdarwis Giri Sasak Desa Kuripan Gir Sasak. Pengelolaan wisata Gunung Sasak di Desa Kuripan Giri Sasak merupakan wisata pedesaan rintisan yang kembangkan oleh pemerintah Lombok Barat. Dalam pengelolaan organisasi telah terbentuknya struktur organisasi pokdarwis di masing-masing Desa. Dalam menjalankan pengelolaan organisasi pordarwis terlihat peran dan fungsi organisasinya. Perencanaan pengembangan potensi wisata Gunung Sasak di Desa Kuripan Giri Sasak oleh pokdarwis terkendala dengan kurangnya partisipasi masyarakat dalam kegiatan kepariwisataan Desa wisata. Hal ini yang

menjadi tantangan pokdarwis untuk mengembangkan potensi wisata yang ada. Namun perencanaan kegiatan-kegiatan wisata berjalan lancar sesuai yang di rencanakan

LITERATURE REVIEW

A. Theory of Reading

1. Nature of Reading

There are several definitions of reading explained by the experts that can be used as reference in this research. According to Patel and Jain (2008: 114), reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.

According to Johnson (2008: 3), reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Another definition according to Johnson (2008: 4-5), reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.

Based on the result of those experts, the researcher concludes that reading is very important in all things and a process that must be done to understand the meanings of word so as to create things that make sense and can expand one's knowledge of the language.

2. Teaching Reading

For effective teaching reading, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans of their own, borrow plans from other teachers, or search online or writing books for lesson plans. When deciding what teaching methods to use, a teacher needs to consider students' background knowledge, environment, and learning goals. Teachers are aware that students learn in different ways, but almost all children will respond well to praise. Students have different ways of absorbing information and of demonstrating their knowledge. Teachers often use strategy, which cater to multiple learning styles to help students retain information and strengthen understanding.

In teaching reading, there some steps of how to teach reading for the students:

- a. The teacher should not insist on speed of reading but on the accuracy pronunciation while teaching reading. While teaching reading teacher should ask not more than one pupil to read at one time and he should pay individual attention to every students of class.
- b. While teaching reading the teacher should first try to find out the causes of mistakes committed by the students and then try to correct them by eradicating the cause of mistake.
- c. While teaching reading the teacher should be aware of the right sitting or standing posture for reading. (Patel and Jain 2008: 116-117)

B. SQ3R Strategy (Survey, Question, Read, Recite, Review)

The strategy is developed by Robinson to provide students with a systematic approach for studying a textbook assignment that required direct, intensive and repeated instruction from the teacher (Wright, 2003: 27). It means that strategy is a strategy that could help the students to think creatively about the text that they read.

According to Walker (2008: 327), SQ3R strategy is a procedure for studying content area text that includes the five steps. Those are; first, *survey*; in the step, students are stimulated to think creatively based on their prior knowledge, because in this area, teacher will only give the

main point of the text, Then the students use their thinking in surveying those main points as a key to get the information to understand the overall framework. Second, *question*; in question, students are also stimulated to think creatively, in which the students will make their own questions from what they have surveyed. Third, *read*; the students read the complete text, then they will try to get the meaning, information, and the idea of the text. Fourth, *recite*; recite is a process in which, the students answer the question those made by themselves without read the text. This process could improve the students' ability in memorizing the material. And the last, *review*; in this last step, the students review the questions and answers for the entire texts, and then, the teacher asks to the students to write the main idea of the text based on their own words.

In this step, the students are combined the information they have already know with new information from the teacher's explanation and new information from the text by giving new explanation about the main idea about the text by using their own words.

1. The implementation of SQ3R strategy

In the implementation, Walker (2008: 28) also explains the implementations of SQ3R strategy. He explains that there are eight steps in implementing SQ3R strategy in teaching reading in the classroom setting. Those are:

- a. The teacher selects a content-area text at an appropriate reading level.
- b. The teacher introduces the five steps in a short mini lesson.
- c. Survey. The teacher explains how to skim (briefly read) the entire passage to construct an overall framework for the information.
- d. Question. After the text is surveyed, the teacher directs the student to develop questions that he thinks will be answered in the passage.
- e. Read. The student reads the text section by section to answer the questions posed at the beginning of each section.
- f. Recite. The teacher explains that the student now is to answer the questions he posed for the section just read.
- g. The three steps (question, read, recite) are repeated for each section.

Review. After the last section is read, the student reviews the questions answer for the entire text. Explain previously, those implementations are interesting way, when it is used the classroom setting. However, it will not be appropriate when it is used in teaching students' reading ability on the eighth grade students at SMPN 1 Buer. In this case, the researcher modified those implementations based on the students' prior knowledge of the eighth students at SMPN 1 Buer and based on the narrative text. Those steps are:

- a. The teacher selects a content-area text at an appropriate reading level. In this case, the researcher will use narrative text.
- b. The teacher gives the text title, paragraph headings, and introductory picture related with the texts.
- c. Survey. The teacher asks the students to survey the text titles, paragraph headings, and pictures that given by the teacher to construct an overall framework for the information.
- e. Question. The teacher asks the students to generate some questions based on their understanding the text titles, paragraph headings, and pictures that given by the teacher. The students generate at least five important questions about the text (e.g. who, what, when, why, or how). Read. The teacher gives the texts and asks the students to read that texts.

- f. Recite. The teacher asks the students to answer their questions those made by themselves without read the texts. In this step the teacher should check the students' questions and answers.
- g. Review. After the last section is read, the students review the questions and answers for the entire texts. And then, the teacher asks the students to write the main idea of the text based on their own words.

C. Review of Previous Research about SQ3R Strategy

Mabakejo (2011: 41) conducted a research that aimed to investigate the effects of S-Q-3-R and 3-S- 3-R study strategies on the Senior Secondary School students' academic achievement in reading comprehension. The result of this research indicated that the formulated hypothesis was tested at a significant level of 0.05 and he found that S-Q-3-R strategy more effective than 3-S-3-R strategy.

Moreover, Baier (2011) conducted a research that aimed to determine whether integrating SQ3R strategy into eighth grade students' science reading strategies would improve the students' reading comprehension or not. The result of this research showed that, SQ3R strategy significantly improved eighth grade students' reading comprehension.

According the researcher conducted at the eighth-grade students of SMPN 1 Buer, an experimental study where the posttest mean score is higher than pretest mean score. In this case, the researcher concludes that, SQ3R is an effective strategy in teaching English especially in teaching reading. By using SQ3R strategy in teaching reading, students could develop their reading competency.

D. Framework of Thought

Is SQ3R strategy effective in teaching reading at eighth grade students of SMPN 1 Buer?

The objectives of teaching reading is the students are expected to be able in comprehending the meanings of the texts and to be able in combining the prior knowledge and previous experiences with the information, and the ideas of the written text in order to comprehend the values of the texts. And the students are expected to be able in applying their comprehension in their daily life.

RESEARCH METHOD

A. Design of the Research

The method used in this study is experimental method. Experimental method is a scientific method. It is oriented to the future in the sense that the researcher is seeking to evaluate something new (Y.K. Shingh, 2006: 134). The purpose of an experimental study is to investigate the correlation by giving certain treatment to experimental class and to control class.

The design of the research in this investigation is quantitative approach and is using inferential statistic analysis where the instrument is employed to collect the data. In collecting the data, the researcher used testing method.

B. Population and Sample

According to Sugiyono (2010: 61) population is the entire group generalization which consisted of some subjects or objects that have certain qualities and certain characteristics that are set by the researcher in doing a research. The population of this study was taken from the eighth grade students of SMPN 1 Buer. The eighth grade was divided into three classes: A, B and C. Each class consisted of 30 students. So, population of the eighth grade students of SMPN 1 Buer was 90 students.

According to Sugiyono (2010: 62) sample is the part of population. There are always

samples in a population. It means that, sample always taken from a population. When the population is large, the researcher may not learn all the entire population, the researcher can use the sample drawn from the population. In this case, the researcher used cluster sampling technique. It means that, the researcher took sample of a small units, then divided into 2 classes. Which VII.A class as experimental groups and VII.B class as control group by taken lottery before.

C. Research Instrument

In this research, the researcher used a test as the instrument in collecting the data. The test used in this research was objective test in the form of multiple choice tests. The researcher only wanted to know the students' reading comprehension and to find out the significant effect of using SQ3R strategy in teaching reading. It is consisted of 25 items with five choices for each item. The material was given in the instruction is took from the textbook and any book that have relevant for the eighth grade students at SMPN 1 Buer.

D. Method of Collecting Data

The data means all of information that were directly gathered from the subjects. The data are the items obtained from the students after doing the test (instrument) given to them. The test consists of two types as follows:

1. Pre-test

In the first meeting in gathering the data, the researcher gave the students pre-test, the researcher conducted pre-test for the both groups, the pre-test was given to both of the experimental group and control group which was in the form of multiple choices. It took of 80 minutes to answer 25 questions. The total of test was 25 items for experimental group and for control group.

2. Post-test

In the last meeting, the researcher conducted a post-test. Those two groups were given the same post-test to know their development after treatment that was the experimental group which used SQ3R strategy in teaching reading and the control group used by the teacher in regular meeting. The post-test was in the form of multiple choices.

E. Method of Analyzing Data

After obtaining the score of the students, the researcher kept on the score with the following steps. First, the researcher consulted the students score. The researcher also calculated the mean score of the two groups, and testing the significance from the two deviations.

1. To find out the mean score of the two groups, the researcher applied the following formula:

Mean (M)

$$\bar{X} = \frac{\sum x^i}{n}$$

2. The last step to know the significance of the two variables being investigated is by comparing the two mean scores by using the following formula :

$$\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum(x_{1i}-\bar{x}_1)^2 + \sum(x_{2i}-\bar{x}_2)^2}{n_1+n_2-2}} \times \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

(Kothari, 2004: 209)

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Analyzing the Mean of Deviation score of Experimental Group

In table above, it is identified that the result $\sum X_1 = 1676$ and $n=30$, so the mean deviation of experimental group is as follow:

$$\begin{aligned}\bar{X} &= \frac{\sum x^i}{n} \\ &= \frac{1676}{30} \\ &= 55,86\end{aligned}$$

2. Analyzing the Mean of Deviation score of Control Group

In table above, it is identified that the result $\sum X_2 = 1328$ and $n=30$, so the mean deviation of control group is as follow:

$$\begin{aligned}\bar{X} &= \frac{\sum x^i}{n} \\ &= \frac{1328}{30} \\ &= 44,26\end{aligned}$$

B. Identification of the Significance of the Deviation

The last process of the statistical analysis has to find out the value of the t-test. In this case, the test formula could be used because of the elements rate that formula have identifies as follows:

$$\begin{aligned}t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum(x_{1j}-\bar{x}_1)^2 + \sum(x_{2j}-\bar{x}_2)^2}{n_1+n_2-2} \times \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}} \\ &= \frac{55.86 - 44.26}{\sqrt{\frac{\sum(1676-1476)^2 + (1328-1256)^2}{30+30-2} \times \sqrt{\frac{1}{30} + \frac{1}{30}}}} \\ &= \frac{11.6}{\sqrt{\frac{\sum(200)^2 + \sum(72)^2}{58} \times \sqrt{\frac{2}{30}}}} \\ &= \frac{11.6}{\sqrt{\frac{40.000 + 5184}{58} \times \sqrt{0.06}}} \\ &= \frac{11.6}{\sqrt{\frac{45184}{58} \times \sqrt{0.06}}} \\ &= \frac{11.6}{\sqrt{779.03}} \times 0.24 \\ &= \frac{27.91 \times 0.24}{11.6} \\ &= \frac{6.69}{11.6} \\ &= 1.733\end{aligned}$$

C. Discussion

1. Computing the mean and the square deviation score of the two groups of the students.

The statistical computation of the obtained data is as follows. Experimental group and control group, which were intended to the finding in this study. After calculating the mean score of pre-test and post-test of each group, we can see the result of the data obtained. The mean score of experimental groups was 55,86 and control group was 44,26 and the final collecting of t-test from the two groups was 1.733

2. Identifying the significance of the deviation score from the group mean score.

Based on the computation of t-test of independent sample, the value of t_0 is 1.733 and the value of t_t is 1.671, from (df) 58 in degree of significance, because $t_0 1.733 > t_t 1.671$, it can be concluded that alternative hypothesis (H_a) is accepted, it means that using SQ3R strategy in teaching reading has positive effect at the eighth-grade students of SMPN 1 Buer.

Finally, the analysis of the learning use SQ3R strategy in teaching reading have significance differences between the students' scores in the both groups; Experimental and Control groups.

CONCLUSION

Based on the obtain data, the writer came to conclusion that under the table identification of t-test formula, it is found out the t-test with 1.733 and compared to the t-table of degree of freedom (df) 58 is equals to 1.671 of the significant level 90 % (0.05). It means that the value of t-test is higher than t-table means that t-test value is significant. Regarding to the computation, it can be confirmed that the alternative hypothesis (H_a) that said "teaching reading by applying SQ3R is effective for the eighth-grade students of SMPN 1 Buer" is accepted, and conversely the null hypothesis (H_0) that said "teaching reading by applying SQ3R is not effective for the eighth-grade students of SMPN 1 Buer" is clearly rejected. Finally, the writer may conclude that the use of SQ3R strategy is effective in teaching reading.

SUGGESTIONS

For the Teacher

The English teacher of the eighth-grade students at SMPN 1 Buer should use SQ3R strategy as one of alternative strategy in teaching reading, because SQ3R strategy involves activities that can increase the students' creative and critical thinking through questioning and summarizing, and SQ3R strategy can facilitate the students' prior knowledge.

For the Students

- a. The students should practice in reading and understanding what they read. This effort will help them to understand and make them more competent in reading.
- b. The students need to pay good attention and fully participate in teaching learning process.
The students should do more reading at home.

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HALAMAN INI SENGAJA DIKOSONGKAN